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ABSTRACT

This home economics education curriculum guide provides the teacher-developer with learner competencies for a parenthood education program. The guide is designed in the form of competency statements, criteria for the competency, and enabling activities. Chapter 1, parental relationships, contains competencies concerning preparation for parenthood, description of a family unit, and parental roles. Chapter 2, children, discusses discipline, child development, and teaching of values. Chapter 3, socio-cultural, examines community service and society and family. Chapter 4, parenthood, deals with parent impact on child, prenatal care, and parental skills and concerns. Chapter 5, individual or student needs, includes being adaptive in the world and developmental tasks. A list of references, such as books, periodicals, pamphlets, films, filmstrips, and miscellaneous materials follows the competency lists. An annotated bibliography of books, filmstrips, pamphlets, cassettes, kits, film supplements, and various materials concerning nutrition is also included. Lists of workshop participants and field testers who developed the guide are appended. (CT)

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PARENTHOOD EDUCATION

A CURRICULUM GUIDE

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FOREWORD

The Home Economics Education Curriculum Guide in Parenthood Education has been designed to provide the teacher-curriculum developer with a comprehensive program in Parenthood Education and to allow teachers maximum flexibility. The competency-based guide includes a variety of enabling activities so that teachers may choose those which best serve their teaching methods and their students' learning styles. In addition, a variety of references are listed so that teachers will be aware of available educational materials.

The Illinois Office of Education is committed to assisting local communities in the development of quality instructional programs to prepare persons in the Occupation of Homemaking through the following program areas: Orientation to Home Economics, Foods and Nutrition, Textiles and Clothing, Child Development and Care, Management of Resources, Living Environments, Adult Living, and Parenting.

The research process for this project included a careful study of the concepts in the field. A modified Delphi technique was used to solicit from teachers in the program area the important competencies and a ranking of those competencies. Criteria and enabling activities were developed by teachers in workshop settings. First draft copies were field tested in 40 Illinois schools.

Sincere appreciation is extended to the officers and members of the Illinois Vocational Home Economics Teachers Association and to the 40 teachers who assisted in the development of this curriculum guide.

Recognition is given to the following individuals for their many outstanding contributions: Dr. Helen Bruce Winsor, Project Director; Dr. Betty Jane Johnston, Associate Director; Mrs. Connie Rader, Technical Assistant; Mrs. Patricia Kail, Technical Assistant; Mrs. Angela Bachochin, Graduate Assistant; Dr. Robert Keim, Research Consultant; Dr. Thomas Chibucos, Research Consultant; Mrs. Patricia Siebrasse, Secretary; all representing the Department of Home Economics, Northern Illinois University.

Joseph M. Cronin

Joseph M. Cronin
State Superintendent of Education

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INTRODUCTION

Using Competency-Based Material

Competency-Based Education requires learners to accept the responsibility of initiating their own learning. Teachers become facilitators. Facilitators plan, arrange, and assemble enabling activities so that optimum learning may take place. Often the facilitator serves as an additional resource.

Definition

Definitions usually assist the reader in working with materials. The following operational definitions were used developing these materials.

A Competency is an attitude, behavior, skill or understanding demonstrated by a participant at a specific performance level (AHEA).

A Criterion is a defined standard against which a competency can be judged in relation to the degree or extent to which an expected level of attainment exists (AHEA).

Enabling Activities are the planned methods, processes, and/or techniques employed in a teaching-learning setting to insure learning and attainment of a competency.

A measured or behavioral objective is a statement defining expected learning outcomes and specifying conditions and standards of performance.

Format

The format of this curriculum guide contains competency statements, criteria for measuring learner achievement of competencies and enabling activities. Measureable or behavioral objectives will be supplied by the teacher-facilitator. For each competency statement, several criteria statements are made. Facilitators and learners will decide which criteria are appropriate for their situation. Learners may work to meet all of the criteria listed if these satisfy their needs and objectives. It is possible for learners in the same class to choose to meet different criteria.

Using These Materials

For each competency statement and list of criteria many enabling activities are suggested. Teachers and/or learners will choose those activities which best suit their needs, and available resources.

For example:

Competency 1.4: The learner will analyze the impact of one's childhood on one's effectiveness as a parent.

There are three criteria listed. From those facilitators chose Criteria A and C and, in this instance, all learners will be engaged in the same activities.

Behavioral Objectives:

Criteria A - Does the learner understand that the parent is a most effective teacher?

Objective 1 - Learner observes a two or a three year old and his/her parents or teacher for one hour listing incidents of teaching and/or learning.

2 - Learner lists five skills which he/she learned from his/her parents.

3 - Learner chooses a book concerning a famous person to read and identifies five learnings that person attributes to his/her parents.

4 - Learner views the film, "Four Families", identifying the differences in each family toward teaching children.

Enabling Activities:

1. Learner observes nursery school children.
2. Learner observes a child at home.
3. Learner shares an early childhood experience and discusses its impact on their present lives.
4. Learner reads a book on a prominent person and identifies learnings that this person attributes to his/her family.
5. Learner views film, "Four Families", identifying differences within the families.

OR facilitator chooses Criteria B and learner chooses between several activities.

Criteria B - Can the learner identify basic learning concepts which occur in early childhood?

Objective 1 - Learner analyzes learnings of children from different cultures.

2. Learner observes a group of three or four year olds, analyzing learning experiences and reporting to the group.
3. Learner interviews adults about basic learnings obtained from their childhood.

Enabling Activities:

1. View films and analyze learnings of children from different cultures. Films: "Children", "The Family of Man", "Four Families".
2. Observe a group of three and four year olds.
3. Read Children by H. G. Westlake.
4. Make a collage about the learnings of a three year old.
5. Discuss Developmental Task Theory.
6. Interview adults.
7. Make a collage about "me" at three.

These are only two of the many possible examples available to the learner and the facilitator in the use of these materials. Selection can be made and utilized according to time and resource limitation.

Criteria C - Can the learner identify adult behavior which reflects early environmental influences on the child?

Objective 1 - Learner interviews parents, teachers or other adults asking them to share a behavior which they can trace to their childhood.

2 - Learner identifies from readings, two environmental influences on adult behavior.

3 - Learner identifies environmental influences of early childhood on their lives.

Enabling Activities:

1. Interview parents, teachers or other adults.
2. Readings concerned with prominent people.
3. Discuss early childhood experiences as a group.
4. Write an essay on "The Earliest Experience I Remember."
5. Make a collage of experiences that were a part of the student's early childhood.
6. Make a collage of experiences that would be part of early childhood either in another country, another section of the country; or another time frame such as Pilgrims, early colonial Southern Plantation, Western ranch, etc.

Additional classroom management suggestions are that all learners within a group achieve the same competency using the same criteria and enabling activities. Or as an alternative, the learners write a contract selecting competencies and enabling activities according to their needs and objectives. Many enabling activities may be included in FHA-HERO activities.

I.

PARENTAL RELATIONSHIPS

1. Preparation for Parenthood

Competency:

1.1 The learner will collect and analyze relevant information concerning the responsibilities involved in parenthood.

Criteria:

a. Does the learner make effective life style choices based on acquired information concerning individual needs?

b. Does the learner recognize that the meaning of being a parent is based on individual differences?

c. Does the learner understand that relationships change and develop as the family unit changes?

d. Does the learner understand the various tasks that individuals need to perform in order to rear children in a healthy, mature manner?

Enabling Activities:

1. Have the learners discuss articles in current periodicals dealing with parent responsibility. Examples:

   a. U.S. News & World Report

   b. Changing Times

   c. Newsweek

   d. Women's Day

   e. Family Circle

   f. Parent's Magazine

   g. Cosmopolitan

h. New Woman

i. Single Parenthood

Reference:
Periodicals
Byrne, D. A. A pregnant pause - the sexual revolution. Psychology Today, 1977, 11, 67-70.

Cobe, P. Parenting is a teacher. Forecast for Home Economics, 1976, 21, pp, 54-55, 70-71.

Raising kids is tougher now. Changing Times. July 1978, pp. 11-13.

Teenage parenthood - What's it really like to be a teenage parent? Co-Ed, June 1978, pp. 68-82.

2. Have the instructor encourage discussion of open ended sentence activities such as:

   a. My child will be

   b. To me parenthood means

   c. When I have children, I will

   d. My life style will be

   e. As a parent, I will find it difficult to

   f. I hate it when my friends

3. Have the learners interview people of different ages concerning:

   a. how family changes affect society changes and visa versa,

   b. how family stability has changed,

   c. how life changes, and

   d. how sibling positions in families affect the family.

Reference:
Filmstrip
"Marriage & Parenthood", Butterick Publishing.

Competency:

1.2 The learner will explore expectations and rewards of parenthood.

Criteria:

a. Does the learner realize the importance of the relationship between the expectations and the rewards of parenting?

b. Does the learner realize the problems that occur when parents have unrealistic expectations of their children?

c. Does the learner realize that unrealistic expectations of children are linked to ideas of ownership of children and child abuse?

d. Does the learner understand that knowledge of children's behavior and stages allows parents to adjust expectations of and gain rewards from children?

Enabling Activities:

1. Have a group of parents with grown children tell the class about the rewards and disappointments of parenthood. During another session, have the learners discuss how they believe the disappointments can be related to unrealistic expectations.

   Reference:
   Books
   Kohl, H. Growing with your children. Waltham, Massachusetts: Little Brown and Company, 1978.

   Schasae, J. M. Helping children with problems: What parents and teachers can do. New York: Walker and Co., 1978.

2. Have a group of parents with young children tell the class about the realities of parenthood. During another class session, have the class discuss these realities and how they could cause expectations to be disappointing and how they could become parenting rewards.

Reference:

Books

Brazelton, T. B. Toddlers and parents. New York: Delaconte Press, 1974.

Greenleaf, B. K. Children through the ages. New York: McGraw-Hill, 1978.

Gross, B. and Gross, R. The children's rights movement. Garden City, New York: Anchor, 1977.

3. Have the learners make a list of expectations of young children at specific ages. Then, have the learners research behavior of children at the specific ages and discuss how their expectations must be adjusted.

Reference:

Books

Hetherington, E. M. and Parke, R. D. (Eds.). Comtemporary readings in child psychology. New York: McGraw-Hill, 1977.

Stone, L. J. and Church, J. Childhood and adolescence. (3rd ed.). New York: Random House, 1973.

White, B. L. The first three years of life. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

Film

"Everybody Rides the Carousel", Pyramid.

Competency:

1.3 The learner will analyze values concerning love experiences.

Criteria:

a. Does the learner understand that love is a basic human need?

b. Has the learner explored love as a learned behavior dependent upon environmental experiences?

c. Does the learner understand the stages of love that develop throughout the life cycle?

d. Does the learner understand the values of love developed through relationships with the family?

e. Does the learner understand that the love relationships are learned early through the child's experiences with its caretakers?

Enabling Activities:

1. Have the learners form discussion groups as 'rap sessions' on human needs.

2. Have the instructor show films on "Relationships". This series touches upon a broad range of interactions. Have the learners discuss applying these concepts to the parenting role.

   Reference:
   Book
   Harlow, H. F. Learning to love. San Francisco, Albion, 1973.

   Film
   "Relationships", Social Studies School Services Films.

   Filmstrip
   "Human Drives", Home Economics School Services.

3. Have a panel of learners who have done research on experts' opinions of basic human needs, applying the belief that everyone has basic needs.

   Reference:
   Book
   Westlake, H. G. Relationships: A study in human behavior. Boston: Ginn & Co., 1972.

4. Have the learners discuss the following psychological and social needs:

   Security (being like others, freedom from want and anxiety)
   Friends (being liked and liking others and caring for them)
   Sense of worth
   New experiences
   Freedom and independence

   Reference:
   Book
   Klemer, R. H. & Smith, R. M. Teaching about family relationships. Minneapolis: Burgess Publishing Co., 1975, pp. 123-145, 191-226.

5. Have the learners discuss how advertisements operate on basic needs. Examples:

   1. You owe it to yourself.
   2. Four out of five people chose this one.
   3. Try it, you'll like it.
   4. You can trust me.

6. Have the learners state how their needs and desires of last year would fit circumstances now (to understand that needs change from time to time).

7. Have the learners predict what their family would be like if their parents still had the same needs as they had when they were born. State what their needs and desires were then, and see if satifying these needs now would be beneficial to the learner or them.

8. Have the instructor and learners discuss Maslow's Hierarchy of Need.

   Reference:
   Book
   Chaig, H. Thresholds to adult living. Peoria, Illinois: Charles A. Bennett, Co., 1978.

   Maslow, A. Abraham H. Maslow: A memorial volume. Monterey, California: Brooks/Cole, 1972.

   Westlake, H. G. Relationships: A study in human behavior. Boston: Ginn & Co., 1972.

9. Have the instructor and learners discuss Konrad Lorenz's behavior theory.

   Reference:
   Book
   Fraiberg, S. H. Every child's birthright: In defense of mothering. New York: Basic Books, 1977, pp. 34-44.

10. Have the learners read value clarification books and numerous materials on clarifying individual values.

Reference:

Books

Howe, L. W. and Howe, M. M. Personalizing education: Values satisfaction and beyond. New York: Hart Publishing Co., 1975.

McCormick, M. Enduring values in a changing society. New York: Family Service Association of America, 1975.

11. Ask the learners to write what they would do in the following situations. After they have finished, ask them to think why they said they would do that particular thing.

    What do you think when:

    a. you find a person crying near the school?

    b. you find a person crying in the classroom?

    c. You are given two tickets to a play?

    d. you are given a gift for no reason other than the person thinks you are very nice?

    e. you have a second invitation which is better than the first but both are at the same time?

12. Have the learners read the following list and select two actions which they might do and under what circumstances.

    a. Change jobs every year.

    b. Change mates every year.

    c. Give away all their money.

    d. Compliment a hateful person.

    e. Complete all unfinished projects.

    f. Tell their strengths.

13. After the learners have made a selection, ask them to consider how long it would take to feel comfortable in doing these activities. This process will show them difficulty in changing a value.

    Reference:
    Manual
    (HELP-a-kid) "Helping kids know themselves through values clarification raps". New York: Boys' Club of America.

14. Have the learners develop a personal coat of arms.

    a. Discuss J. C. Penney material on developing a coat of arms.

    Reference:
    Film
    "The Child's Relationship with the Family", Parent's Magazine Films.

15. Have the learners listen to modern poetry, music, dealing with positive and negative love experiences.

    Reference:
    Books
    Nimoy, L. We are all children searching for love. Boulder, Colorado: 1977, pp. 17-18, 36.

    Benton, W. and Kropt, A. A. This is my beloved. New York: 1975, p. 43.

16. Have a class discussion on "What actual experiences did you have in touching, hugging, giving, helping, and giving up for others, in your childhood?" Do you find it difficult to touch people? How do your parents show expressions of concern for each other, you, friends, relatives? Have you learned from your parents how to show love?

17. Have the learners discuss:

    a. If ability to love is learned, then can it be relearned?

    b. Love relationships that are kindled between people whom no one thought were capable of love.

    c. People who appear to be against love.

Competency:

1.4 The learner will analyze the impact of one's childhood on one's effectiveness as a parent.

Criteria:

a. Does the learner understand that the parent can be the most effective teacher?

b. Can the learner identify basic learning concepts which occur in early childhood?

c. Can the learner identify adult behaviors which reflect early environmental influences on the child?

Enabling Activities:

1. Have the learners view films on parental effect on children.

   Reference:
   Films
   "In the beginning: The process of infant development", Davidson Films.
   "Nurturing", Davidson Films.
   "The Family of Man"
   "Marriage"
   "Children"
   "Teenagers"
   "Weddings"
   "Birth"
   "Old Age"
   "Death"
   British Broadcasting Company
   "Four Families", University of Illinois Film Service.

2. Have the learners share early childhood experiences in the following ways:

   a. discuss specific experiences.

   b. impact of these experiences on them.

   c. interaction that occurred between the parents and the child.

   d. discuss their positive and negative experiences.

Reference:
Article
Havighurst, R. J. Social backgrounds: Their impact on children. In T. H. Horn (ed.) Readings for the disadvantaged. New York: Harcourt, 1978.

3. Have the learners make a collage of 'me':

   a. use memory, baby pictures, thumb prints, magazine pictures.

   b. the collage should reflect the students entire life span from birth through old age.

4. Have the learners read books on prominent people, reflect on the effect parents had on their lives.

Reference:
Books
Keller, H. The story of my life. Garden City, New York: Anchor, 1976.

Roosevelt, E. and Brough, J. Rendezvous with destiny: The Roosevelts of the White House. E. Rutherford, New Jersey: Putman, 1975.

Steinberg, S. The Kennedy brothers. E. Rutherford, New Jersey: Putman, 1969.

Weil, A. Eleanor Roosevelt: Gourageous girl. Indianapolis: Bobbs, 1965.

Filmstrip
"Parent is the Teacher", Parent's Magazine Films.

5. Invite local resource peole to come to the class and discuss changing roles of parents, teachers, and social agencies, and the effects these changes have on the family.

Competency:

1.5 The learner will analyze the necessity of preparing for parenthood.

Criteria:

a. Does the learner understand that parenthood is a career with specific skills which must be learned?

b. Does the learner realize how parenthood skills were traditionally taught?

c. Is the learner aware of the effects of mobility on learning these skills?

d. Is the learner aware of the possibilities of alieniation occurring between generations?

e. Does the learner realize the effects of formal education on a socialization process?

Enabling Activities:

1. Have the learners investigate and discuss the increase of education and mobility in our society since World War II.

Reference:
Books
Toffler, A. Future shock. New York: Bantam, 1970.

Yorbung, B. The changing family. New York: Columbia University Press, 1977.

Periodicals
Cole, C. L. "Perspectives on the family in the year 2000." Illinois Teacher, XX, No. 5, 1977.

2. Have the learners investigate and discuss family alieniation statistics (divorce, child abuse, runaways, etc.).

Reference:
Book
Calahan, S. Parenting: Principles and politics of parenthood. Baltimore: Penquin, 1974.

3. Have the learners investigate family structures of traditional families (American ethnics, American Indian, various anthropological studies).

Reference:
Books
Mead, M. Coming of age in Samoa. New York: New American Library, 1949.

Meyers, C. Amish people: Plain living in a complex world. New York: Atheneum, 1976.

Mindel, C. H. and Habersten, R. W. (eds.). Ethnic families in America. New York: Chesier, 1976.

Scanzori, J. H. The black families of modern society: Patterns of stability and security. Chicago: University of Chicago Press, 1977.

Zimmerman, C. C. Family and civilization in east and west. Bombay: Thacher, 1975.

4. Have the learners make a list reflecting changes that have occurred in the American Family since World War II. They can refer to census data, case studies and personal interviews.

Reference:

Books

Holstrom, L. The two-career family. Cambridge, Massachusetts: Schenkman, 1972.

Moore, B. M. Families in America, variation of a theme. Austin, Texas: Unversity of Texas Press, 1968.

Pannor, R. The unmarried father. New York: Springer Publishing Co., 1971.

Young, L. The fractured family. New York: McGraw-Hill, Inc., 1973.

Film

"Our Changing Family Life", McGraw-Hill.

Competency:

1.6 The learner will explain the need for maturity before entering parenthood.

Criteria:

a. Can the learner define the criteria for maturity?

b. Can the learner use the criteria developed to identify successful parenthood relationships?

c. Can the learner analyze the effects of teenage parenthood on the teenager, the child and the society?

Enabling Activities:

1. Have the learners write one mature act they have witnessed in the last week and one immature act they have witnessed.

   Then, have the instructor type all acts (nameless) for class discussion.

2. Have the learners develop a bulletin board illustrating words dealing with maturity. Examples

   a. emotional

   b. chronological

   c. philosophical

   d. intellectual

   e. physical

   f. social

3. Have the learners work in groups, buzz sessions, view films on mature and immature motives of parenthood.

   a. Immature motives for parenthood such as:

      1) holding relationships together
      2) security
      3) keep from being lonely

   b. Mature motives for parenthood such as

      1) further extend and share reciprocal love
      2) desire children because of what children intrinsically respect.

Reference:
Filmstrips
Family Life Series - "Marriage and Parenthood", Butterick Publishing.

"Young, single and pregnant." Perennial Education, Inc.

4. Have the learners write a sketch about the most mature person they know.

   Reference:
   Book
   Westlake, H. G. Relationship: A study in human behavior. Boston: Ginn & Co., 1972, pp. 41-51.

5. Have a panel of young adults (early 20's) discuss aspects of relationships with children which they find difficult. Also, have them discuss difficulties that arise which they have not expected.

Competency:

1.7 The learner will demonstrate an understanding of the art of accepting and sharing family and personal responsibilities.

Criteria:

a. Does the learner recognize the need for individual acceptance of responsibilities within the family?

b. Does the learner know methods used by parents that are successful in implementing the sharing and accepting of family and personal responsibilities?

c. Does the learner recognize the various feelings they have regarding responsibilities in their own homes?

Enabling Activities:

1. Have the learners role play traditional roles of individual family members and have the class decide the ones they agree or disagree with. Have them investigate valid and invalid responsibilities in terms of today.

   Reference:
   Filmstrips
   "Adjusting to the New Baby", Guidance Associates.
   Part 1 - "New Roles"
   Part 2 - "Changing Relationships"

"Changes in the Family", Parents' Magazine.

"Portrait of Teenagers", Parents' Magazine.

"Portrait of Parents", Parents' Magazine.

2. Have the learners survey classmates to find their responsibilities in the home and see if responsibilities increase as age increases; find out how responsibilities are assigned.

Reference:
Book
Dinkmeyer, D. and McKay, G. D. Raising a responsible child: Practical steps to successful family relationships. New York: Simon & Schuster, 1973.

Filmstrip
"The Family Rights and Responsibilities", Guidance Associates.

3. Have the learners use case studies or short stories to find unusual family situations. Have them discuss the various responsibilities each member of a family has in the different settings.

4. Have the learners research and discuss methods used within families to enhance cooperation by all members.

Reference:
Books
Ginott, H. G. Between parent and child. New York: Macmillan Co., 1968.

Gottlieb, D. (Ed.). Children's liberation. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

Webb, G. Training of a child. Wichita Falls, Texas: Foundation Publications, 1977.

Competency:

1.8 The learners will demonstrate an understanding of the extent of the knowledge necessary for planning for parenthood and determining the number of children desired.

Criteria:

a. Does the learner have a thorough understanding of family planning and its prime importance for the individual and for society?

b. Does the learner recognize that parenthood is a choice?

c. Does the learner understand the biological process of reproduction?

d. Does the learner understand the various contraceptive methods available?

Enabling Activities:

1. Have the learners define family planning or planned parenthood and discuss what decisions a couple should make before deciding to have children.

   Reference:
   Book
   Westlake, H. G. Relationships: A study in human behavior. Boston: Ginn & Co., 1972, Chapter 29.

   Filmstrip
   "Prenatal care: Preparing for parenthood", Parents' Magazine.

[illegible]. Have the instructor invite a resource person from the health department, medical profession, or family planning agency to speak to the class and answer questions about planned parenthood.

   Reference:
   Book
   Our bodies, our selves: A book b[illegible]d for women. Boston: Women's Health Book [illegible]ective, New York: Simon and Schuster, 19[illegible]

3. Have the instructor utilize March of Dimes materials to illustrate the impact of unwanted or problem pregnancy.

   National Foundation March of Dimes
   53 West Jackson Street
   Chicago, Illinois 60604

4. Have a panel composed of people with different views of family planning come to class. These may include a:

    a. Juvenile Parole Offier to discuss a person's rights, responsibilities, and obligations.

    b. minister.

    c. health related person.

    d. counselor or mental health representative.

    e. crisis line or youth services representative.

    f. mother with four or more children to discuss pros and cons of large families and financial responsibilities involved.

    Reference:
    Book
    Toward a National policy for children and families. Washington, D.C.: National Academy of Sciences, 1976.

Competency:

1.9 The learner will show awareness of the effects of stress and crisis on people, and analyze possible solutions of family conflict situations.

Criteria:

a. Does the learner recognize that stress and crisis are highly individual - based on tolerance levels within the individual and vary with family stability?

b. Does the learner recognize that crises might occur due to economic, social, psychological, and physical factors?

c. Does the learner know that there are community resources available for dealing with stress and crisis?

Enabling Activities:

1. Have the learners define crisis.

   Reference:
   Books
   Glasser, P. H. and Glasser, L. N. Families and Crises. New York: Harper, 1970.

   Westlake, H. G. Relationships: A study in human behavior. Lexington, Massachusetts: Ginn & Co., 1972.

   Periodical:
   Mondale, W. F. The family in trouble. Psychology Today, 1977, 10, 39.

2. Have the learners list many crisis situations a family might face. Then, have the learners rank these crises.

   Reference:
   Book
   Peterson, J. A. and Bribz, M. L. Widows and widowhood: A creative approach to being alone. Association Press, 1977.

   Periodicals
   McDaniel, C. G. Children of Divorce. Christian Century, 1972, 89:202-204.

   Somerville, R. Death education as part of family life education, using imaginative literature for insights into family crises. The Family Coordinator, 1971, 20:209-224.

   Filmstrip
   "My Parents are Getting a Divorce", Human Relations Media Center.

3. Have the learners recognize that ranking of crises is highly individualized.

   Reference:
   Books
   Furstenberg, F. F. J. Unplanned Parenthood: The social consequences of teenage childbearing. Glencoe, Illinois: Free Press, 1976.

Gardner, R. A. The parents' book about divorce. New York: Doubleday, 1977.

Periodicals

Rutter, M. Parent-child separation: Psychological effects on the child. Journal of Child Psychology and Psychiatry. 1971, 12, 233-260.

Sugar, M. Children of divorce. Pediatrics, 1970, 46, 588-595.

Weissman, M. and Paykel, E. S. Moving and depression in women. Society, 1972, pp. 24-28.

Pamphlet

"How to Cope with Crisis", Public Affairs Pamphlet.

Films

"Breakup", National Instruction Television.

"Children in the Hospital", International Film Bureau.

"Does Anybody Need Me Anymore?", Coronet Instructional Media.

"To Be Growing Older", Billy Budd Films.

"Stress: A Disease of our Times", British Broadcasting Company.

Filmstrips

"Changes - The Family", Parents' Magazine.

"Children - Crises Series: Death, Divorce and Separation, Illness", Parents' Magazine.

"Feeling Left Out", A.I.M.S. Instructional Media.

"Living With Dying", Sunburst Films.

4. Have the learners write case histories provided by local agencies involved to make students aware of stress and crisis on people.

Reference:

Film

"The Transformation of Mabel Wells", Time Life Multimedia.

5. Have the learners analyze family crises and how these situations can be handled.

6. Have the learners research and discuss uses of community resources dealing with help in crisis situations.

   a. Hot Lines (800 members)

   b. Crisis Centers

   c. Mental Health Offices

   d. Tel-Med

   e. Alcoholic Anonymous

   f. Social Services

7. Have resource persons come to speak on the nutritional aspects of emotional stability and how inadequate nutrition may contribute to emotional stress or problem behavior.

   Reference:
   Books

   Samuels, N. M. D. and Bennett, H. The well baby book. New York: Random House, 1973.

   Stevens, L. J., Stevens, G. E. and Stover, R. B. How to feed your hyperactive child. Garden City, New York: Doubleday, 1977.

Competency:

1.10 The learner will understand the legal rights and responsibilities of the family toward children.

Criteria:

a. Does the learner understand the individual's responsibility involved in legal contracts?

b. Does the learner recognize when professional legal aid is needed and understand how to acquire such aid?

c. Does the learner realize the family has a legal responsibility for providing for the needs of the individuals within the family?

Enabling Activities:

1. Have the learners show legal documents of past and present to illustrate responsibilities of individuals and families such as:

    a. birth records,

    b. marriage certificates,

    c. death certificates - invite a mortician to speak to class on making funeral arrangements,

    d. civil documents - military, social security.

2. Have the learners illustrate responsibilities of providing for family members:

    a. food, shelter, etc.

    b. education.

    c. medical attention.

    Reference:
    Books
    Pickerts, E. Parent education: Toward parent competence. New York: Appleton, Century, Craft, 1971.

    Westlake, H. G. Relationships: A study in human behavior. Boston: Ginn & Co., 1972, Chapter 24.

3. Invite a staff member from the State Department of Children and Family Services or a county judicial probation department to talk on the legal responsibilities of parents to provide for children.

2. Description of a Family Unit

Competency:

2.1 The learner will identify personal needs, attitudes, and experiences by examining the history of one's own family of origin.

Criteria:

a. Is each learner aware of own family history?

b. Does the learner realize the effects of one's ancestors on one's behavior?

c. Can the learner accept own background and tradition, and those of others?

Enabling Activities:

1. Have the learners research their own background.

Reference:
Pamphlet
"Genetic Counseling", National Foundation March of Dimes.

Film
"Is there Anybody Else Like Me?", Contrab Educational Films.

Filmstrip
"Our Language, Our Culture, Ourselves", Parents' Magazine.

2. Have the learners compare backgrounds and social customs.

Reference:
Books
Dobson, J. Hide or seek. Old Tappan, New Jersey: Fleming H. Revell, 1974.

Yashima, T. Crow boy. New York: Viking Press, 1955.

Periodical
Lawrence, R. Exploring childhood on an India reservation. Children Today, 5, 10-12, 1976.

Films

"Bathing babies - Three cultures", University of Illinois Film Service.

"The fiddler", Northern Illinois Univerairy Learning Center.

"The story of me - Heritage", Northern Illinois University Learning Center.

Filmstrip

WITH PRIDE TO PROGRESS - THE MINORITY CHILD SERIES: "The Black Child, The Chicano Child, the Indian Child, the Puerto Rican Child", Parents' Magazine.

3. Have the learners trace social customs, new and old, and discover their origins.

Reference:

Films

"It Feels Like You're Left Out, The World", Contemporary Films.

"Little Bigots",
"There's Nobody Else Like Me",
A.I.M.S. Instructional Media.

"How Environment Influences Are Inherited Traits",
"How Our Traits Are Inherited",
"How Sex is Inherited",
"Whom Do You Look Like",
Imperial Film Company.

4. Through the use of bulletin boards, slides and displays, have the learners share this knowledge.

Reference:

Book

Guerin, and Fogarty. Study Your Own Family. In A. Ferber's The Book of Family Therapy. New York: Science House, 1972.

Competency:

2.2 The learner will analyze the importance of a strong family unit and develop criteria for establishing a stable family as the best place for rearing children.

Criteria:

a. Can the learner identify the family unit?

b. Can the learner analyze the benefits of the strong family unit as they reflect in the community and in society and as they affect the individual?

c. Does the learner realize a strong family is a place for nurturing?

Enabling Activities:

1. Have the learners breakup into buzz sessions to identify a family unit and discuss the following:
    a. accept everything said - then analyze as a group.
    b. families take all forms.

2. Have the instructor introduce films, filmstrips, and literature dealing with families.

Reference:
Books

Fritz, D. B. Growing old is a family affair. Atlanta, Georgia: John Knox Press, 1972.

Furman, E. A child's parent dies. New Haven, Connecticut: Yale University Press, 1974.

Kubler, R. E. Questions and answers on death and dying. New York: Macmillan, 1974.

Neuhaus, R. and Neuhaus, R. Family crises. Columbus, Ohio: Charles E. Merrill, 1974.

Westlake, H. G. Relationships: A study in human behavior. Lexington, Massachusetts: Ginn & Co., 1972, pp. 293-303.

Pamphlet

"The Dying Person and the Family, How to Cope with Stress", Public Affairs Pamphlets.

Filmstrips

"Family in Crisis", Coronet.

"Gramp: A Man Ages and Dies", Sunburst Communications.

Living with Dying", Sunburst Communications.

3. Have the instructor elicit resource persons (mental health, family service agency, Big Brothers, Big Sisters) to represent types of things happening in unstable families.

   Parental Stress Services
   (312) 463-0390

4. Have a panel of ministerial, law enforcement, and other agencies, etc. discuss benefits of strong families.

5. Have the learners establish guidelines necessary to build a strong family unit.

   Reference:
   Books

   Duvall, E. M. Family development (4th ed.), New York: J. B. Lippencott Co., Inc. 1971.

   Klemer, R. H. Marriage and family relationships. New York: Harper and Row, 1972, pp. 1-30.

   Klemer, R. H. and Smith, R. M. Teaching about family relationships. Minneapolis: Burgess Publishing Co., 1975, pp. 259-276.

   Riker, A. P. and Riker, C. Family life education. Peoria, Illinois: Charles A. Bennett, 1977.

Competency:

2.3 The learner will demonstrate knowledge of the "atypical family" in the United States.

Criteria:

a. Can the learner identify an "atypical family"?

b. Does the learner understand that no family is completely typical?

c. Does the learner know what causes a family to become "atypical"?

Enabling Activities:

1. Have the learners identify and list various family structures and forms.

   Reference:

   Books

   Bernard, J. *Remarriage: A study of marriage*. New York: Dryden Press, 1956.

   Biller, H. and Meredith, D. *Father power*. New York: David McKay, 1975.

   Brown, S. and Kornhauser, P. *Working parents: How to be happy with your children*. Atlanta, Georgia: Humanics Limited, 1977.

   Dubemann, L. *Marriage and its alternatives*. New York: Praeger, 1974.

   Egelson, J. and Frank, J. F. *Parents without partners*. New York: E. P. Dutton, 1961.

   Gardner, R. A. *The boys and girls book about divorce*. New York: Bantam, 1971.

   Gottlieb, D. and Hunsokn, A. (Eds.). *America's other youth: Growing up poor*. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

   Holstrom, L. L. *The two-career family*. Cambridge, Massachusetts: Shenkmer, 1972.

   Kanter, R. *Commitment and community: Communes and utopias*. Sociological Perspective.

   Klein, C. *The single parent experience*. New York: Avon, 1973.

   LeMasters, E. E. *Parent in modern America*. Homewood, Illinois: Dorsey, 1977.

   Pannor, R. *The unmarried father*. New York: Springer Publishing Co., 1971.

Roberts, R. E. The new communes. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

Simon, R. J. and Alstein, H. Transocial adoption. New York: John Wiley & Sons, 1977.

Steinzor, B. When parents divorce. New York: Simon and Schuster, 1970.

Stinnett, N. and Birdsong, C. C. The family and alternate life styles. Chicago: Nelson-Hall, 1978.

Sussman, M. B. (Ed.) Non-traditional family forms in the 1970's. Minneapolis: National Council on Family Relations, 1972.

Tizard, B. Adoption: A second chance. New York: Free Press, 1977.

Tseng, W. S., McDermott, J. F., and Maretzki, T. W. Adjustment in intercultural marriage. Honolulu: University Press of Hawaii, 1977.

Films

"The Family: Life Styles of the Future", Films for Human Development and Home Economics.

"Me and Dad's New Wife", Daniel Wilson.

Filmstrip

"Future of the Family", Guidance Associates.

2. Have the learners discuss why all families have some "atypical" traits.

Reference:

Books

Jennings, M. Decisions - living. Boston: Ginn & Company, 1976.

Leslie, G. R. The family in social context. New York: Oxford University Press, 1976.

Films

"The Family", Films, Inc.

"Families Are Different and Alike", Coronet Instructional Films.

"Families - On the Road to Somewhere", Bill Leonard.

3. Have the instructor ask the learners to develop case studies which emphasize various family structures.

Competency:

2.4 The learner will describe changes and growth that takes place throughout the life cycle of the individual and the family.

Criteria:

a. Can the learner identify the stages of the individual and family life cycle in different cultures?

b. Can the learners develop an understanding of alternative ways to meet the needs in each stage of the cycle?

Enabling Activities:

1. Through readings about various family life cycles found in literature, have the learners show an understanding of current changes in the individual and in the family by using:

   a. scrap books.

   b. bulletin boards.

   c. term paper.

   d. group discussions.

Reference:
Books

Duvall, E. M. Family development (4th ed.). Philadelphia: J. B. Lippincott Co., 1971, pp. 3-26.

Klemer, R. H. and Smith, R. M. Teaching about family relationships. Minneapolis: Burgess Publishing Co., pp. 165-189.

Rodgers, R. H. Family interaction and transaction: The developmental approach. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

Schulz, D. A. The changing family. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

The American Family: Classroom library. Culver City, California: Social Studies School Service, 1978.

Periodicals

Coleman, J. S. The transition from youth to adult. New York University Education Quarterly, 1974, 5, 2-5.

Mason, R. F. Exploring motivation for parenthood. Family Coordinator, 1976, 26, 193.

Smith, D. Meeting challenges of parenthood. Health Education, 1976, 7, 33-34.

2. Have the learners contrast the developmental needs of a high school teenager to those of a pre-teenager, indicating how parents need to respond differently to these different stages.

3. Parental Roles

Competency:

3.1 The learner will analyze the effects of established roles on parenthood and recognize the effect of the roles of both parents.

Criteria:

a. Does the learner understand that established parental roles are derived from early environmental relationships and experiences?

b. Does the learner realize that knowing one's role will result in an understanding of one's responsibility as a parent?

c. Does the learner realize the importance of clearly defined adult roles for the young child?

d. Does the learner understand that roles can be clearly defined yet egalitarian?

Enabling Activities:

1. Have the instructor use FREE TO BE YOU AND ME (book, record, filmstrip) to spark class discussion on roles.

   Reference:
   Book
   Hart, C., Pogrehin, C., Rodgers, M. & Thomas, M. Free to be you and me. New York: McGraw-Hill, 1974.

   Periodical
   Furstenberg, F. F., Jr. The social consequences of teenage parenthood. Family Planning Perspectives, 1976, 8, 148-164.

   Film
   "Born Equal", University of Illinois Film Services.

2. Have group discussions on sex roles and how and why they develop in our culture. Example:

   a. Why girls wear pink, boys blue.

   b. Boy - masculine, girl - dainty.

Reference:

Books

Mead, M. Male and female. New York: Dell Publishing, 1972.

Money, J. Man and woman, boy and girl. Baltimore: John Hopkins, 1973.

Westlake, H. G. Children. Boston: Ginn & Co., 1977.

Periodicals

Balswick, J. D. and Peck, C. W. The expressive male: A tragedy of American society. The Family Coordinator, 1971, 20, 303-358.

Bilns, B. The emergence and socialization of sex differences in the earliest years. Merrill-Palmer Quarterly, 1976, 22, 229-254.

Film

"What's In a Face?", Time Life Multimedia.

Filmstrip

"Male and Female Roles", Globe Book Company.

3. Have the learners review literature, labor statistics, social change, and ERA materials, to show current role changes.

Reference:

Books

Calenose, M. It's the men who need liberating. In G. B. Carr's, Marriage and the family: A decade of change. Reading, Massachusetts: Addison-Wesley Publishing Co., 1972.

Francoeur, R. T. Eve's new rib: Twenty faces of sex, marriage and family. New York: Harcourt, Brace, Javanovich, Inc., 1972.

Filmstrips

"Modern Women: The Uneasy Life", National Education Television Film Service.

"Our Changing Family Life", McGraw-Hill Book Co.

4. Have a class discussion of what mothers did at home and what fathers did at home, traditionally and compare with current family settings.

Reference:
Books
Klemer, R. H. and Smith, R. M. *Teaching about family relationships*. Minneapolis: Burgess Publishing Company, 1975.

Leslie, G. R. *Marriage in a changing world*. New York: John Wiley & Sons, 1977.

Competency:

3.2 The learner will recognize the life styles and the personal responsibilities brought on by the parenting role.

Criteria:

a. Does the learner recognize that different life styles exist?

b. Does the learner realize the role of the parent is of paramount importance to society regardless of the life style choice?

c. Does the learner recognize and accept supportive roles?

Enabling Activities:

1. Have the learners interview parents, either their own or others to get their ideas about parenthood; i.e., how life styles changed, how parenting differs today as opposed to 20 years ago, etc.

Reference:
Book
Levine, J. A. *Who will raise the children?* New York: J. B. Lippincott, Co., 1976.

Periodicals
Burgess, J. K. The single parent family: A social and sociological problem. *The Family Coordinator*, 1970, *19*, 137-144.

"Raising kids is tougher now", *Changing Times*, July 1978, pp. 11-13.

"Wanted: healthy babies", Teen Times, January/ February, 1977, pp. 12-15.

Filmstrip

"Today's Family: A Changing Concept", Home Economics School Service.

2. Have the learners collect evidence that some children from single-parent homes are as well developed as those from two-parent homes.

Reference:

Books

Douglas, W. The one parent family. Nashville: The Methodist Publishing House, 1971.

Klein, C. The single parent experience. New York: Avon, 1973.

Klemer, R. H. and Smith, R. M. Teaching about family relationships. Minneapolis: Burgess Publishing Co., 1975, pp. 277-297.

Periodicals

Bigner, J. Fathering: Research and practice implications. The Family Coordinator, 1970, 19, 357-362.

Hetherington, E. M. Girls without fathers. Psychology Today, 1973, 6, 47-52.

3. Have the learners read the article by Glassen and discuss the tasks a parent must fulfill, whether two parents or only one parent is present.

Reference:

Periodical

Glassen, P. and Navarne, E. Structural problems of the one-parent family. Journal of Social Issues, 1965, 21, 98-109.

II.

CHILDREN

4. Discipline

Competency:

4.1 The learner will understand the place of discipline and guidance in child rearing, exploring various methods and the effects of those methods.

Criteria:

a. Does the learner understand the ultimate purpose of discipline is self-discipline?

b. Can the learner identify the elements of discipline: education, reward, punishment?

c. Can the learner develop techniques for helping the child govern self?

Enabling Activities:

1. Have the learners discuss "How you feel when disciplined?"

   Reference:
   Books
   Fraiberg, S. The magic years. New York: Charles Screibner's Sons, 1968.

   Gotlieb, D. (Ed.) Children's liberation. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

2. Divide learners into groups and list ways they have observed parents discipline children, and give the reasons why the child was disciplined.

Reference:
Book
Welch, D. and Schutte, W. Discipline: A shared experience. Fort Collins, Colorado: Shields, 1973.

Films
"Discipline and Self Control", Modern Talking Picture Service.

"Emotions of Children", McGraw Films.

"Guiding Behavior", Churchill Films.

"The Hictory Stick", International Film Bureau.

"Target Five", Psychological Films.

Filmstrips
"Child Abuse and Neglect", Parents' Magazine.

"Everyday Problems of Young Children: The Parent as a Teacher", Parents' Magazine.

"Your Child and Discipline", National Education Association.

3. Have the learners evaluate discipline techniques used by the parents. Discuss effects on the child, educational value and effects on the parent.

Reference:
Books
Grey, L. Discipline without fear. New York: Hawthorne, 1974.

Kagan, J. Understanding children: Behavior motives and thought. New York: Harcourt, Brace, Jovanovich, 1971.

4. Have a speaker discuss the issue: "Helping the Child Develop Self-Discipline".

Reference:
Periodical
Woodward, K. L. Who should teach your child right from wrong? McCall's, March, 1976.

5. Have the learners research: "Discipline - The Elements of Discipline" and follow with classroom discussion. Parents or professionals could come to the class to discuss pros and cons of various disciplinary techniques.

   Reference:
   Books
   Conner, J. and Paussaint, A. Black child care. New York: Simon and Schuster, 1975.

   Craig, S. D. Raising your child, not by force but by love. Philadelphia: Westminister Press, 1973.

   Dinkmeyer, D. and McKay, G. D. Raising a responsible child: Practical steps to successful family relationships. New York: Simon and Schuster, 1973.

   Dreikurs, R. Coping with children's misbehavior. New York: Hawthorne Books, 1972.

   Pamphlets
   "Discipline through Affection",
   "The Hows and Whys of Discipline"
   Child Study Association of America

   "How to Discipline Your Children", Public Affairs Pamphlets.

   Films
   "Guiding Behavior", Churchill Films.

   "Glasser's Ten Steps to Discipline", Northern Illinois University Learning Center.

6. Have a panel discuss discipline. In this panel include parents, clergy, representative from a child care agency, and a student leader.

   Reference:
   Periodical
   Brown, C. C. "It Changed My Life", Psychology Today, November, 1976, p. 47.

   Pamphlets
   "A Guide to Discipline", National Association for the Education of Young Children.

   "Discipline", Association for Childhood Education International.

7. Have the learners observe a play school using positive techniques for helping young children to develop self-discipline.

8. Have the learners develop an observation sheet for use in observing children in different situations.

9. Have the learners create a puppet show to illustrate techniques for developing self-discipline and present it to a variety of community programs. The best one could be sent to a Skill Shop at the State FHA-HERO Convention.

   Reference:
   Books
   Welch, D. and Schutte, W. Discipline: A shared experience. Fort Collins, Colorado: Shields, 1973.

   Westlake, H. G. Relationships: A study in human behavior. Boston: Ginn & Co., 1972.

Competency:

4.2 The learner will understand the effects of the permissive, egalitarian and authoritarian approach to handling parent-child conflicts.

Criteria:

a. Does the learner understand the theories of discipline?

b. Does the learner understand the satisfaction of cooperative behavior versus the frustrations of negative behavior?

c. Does the learner understand that the personality of the disciplinarian determines the style of discipline?

Enabling Activities:

1. Have the learners identify characteristics of each family's approach to child care and discipline.

   Reference:
   Film
   "Jamie - The Story of a Sibling", McGraw-Hill Films.

2. Have the learners write a series of disciplinary incidents using permissive, equalitarian, and authoritarian approaches and have them role play these and discuss the results.

3. Have three learners stage play "Scattered Showers". (This play is about three mothers and their preschool youngsters and what happens at a time of crisis when children have been reared according to different methods of discipline.)

   Reference:
   Play
   "Scattered Showers", National Institute of Mental Health.

4. Have the learners identify the rules of discipline in own family and discuss where these ideas originated.

   Reference:
   Book
   Satir, V. Peoplemaking. Palo Alto, California: Science and Behavior Books, Inc., 1972, Chapter 7.

5. Have the instructor divide class into couples (father/mother), and have each couple write their philosophy of discipline.

   Reference:
   Books
   Gordon, T. Parent effectiveness training. New York: Peter H. Wyden, 1970.

   Grey, L. Discipline without fear. New York: Hawthorne, 1974.

6. Have the learners discuss how values may dictate the method of discipline used in a given situation.

   Reference:
   Book
   Westlake, H. G. Relationships: A study in human behavior. Boston: Ginn & Co., 1972, pp. 402-410.

   Periodicals
   Rubin, J., Provenzano, P., and Tunia, Z. The eye of the beholder: Parent's view of sex of newborns. American Journal of Orthopsychiatry. 1974, 44, 512-519.

Wantis, R. The acceptance of the concept of the maternal role by behavioral scientists: Its effect on women. American Journal of Orthopschiatry, 1971, 41, 733-746.

7. Have the learners discuss the purpose and nature of discipline and the difference between discipline and punishment.

Reference:
Films
"He Acts His Age", McGraw-Hill Films.

"Your Child and Discipline", National Education Association.

Filmstrip
"Everyday Problems of Young Children", Parents' Magazine.

Competency:

4.3 The learner will become aware of child abuse and recognize some of the problems, and its symptoms.

Criteria:

a. Can the learner classify the types of abuse: psychological, physical, neglect, and sexual?

b. Can the learner indicate the wide ranging effects of child abuse?

c. Is the learner aware of the responsibilities of reporting?

d. Is the learner aware of the agencies to which to report abuse?

e. Is the learner aware of services available from community agencies?

Enabling Activities:

1. Have a speaker come to the class to discuss types of abuse.

Reference:
Book
Martin, H. (Ed.). The abused child. Cambridge, Massachusetts: Ballinger Publishing Co., 1976.

Periodical

Fontana, W. J. Child abuse: A tragic problem. Parents' Magazine, March, 1973.

Pamphlets

"Child Abuse and Neglect, The Problem and Its Management".

- Vol. 1 - An overview of the problem (No. (OHD) 75-30073).
- Vol. 2 - The roles and responsibilities of professionals (No. (OHD) 75-30074).
- Vol. 3 - The community team: An approach to case management and prevention (No. (OHD) 75-30075).

McAffee, P. and Nedlen, S. "Education for parenthood: A primary prevention strategy for child abuse and neglect". Report #93. Education Commission of the States, 300 Lincoln Street, Denver, Colorado.

Films

"Battered Child", Insight Films.

"This Question of Violence", University of Illinois Film Service.

"The Neglected", University of Illinois Film Service.

"This Child is Rated 'X'", University of Illinois Film Service.

"The Battered Child", University of Illinois Film Service.

Filmstrip

From Children to Crisis Series: "Child Abuse and Neglect", Parents' Magazine Films.

2. Have the learners do a research project in the library using statistics on child abuse.

Reference:

Book

Chase, N. A child is being beaten: Violence against children, An American tragedy. New York: McGraw-Hill, 1976.

3. Have the learners discuss impact of child abuse on children, family, community and society in general.

Reference:

Books

Bronfenbrenner, U. Two worlds of children: US & USSR. New York: Russell Sage Foundation, 1970.

Gross, B. and Gross, R. The children's rights movement. Garden City, New York: Anchor, 1977.

Wilkenson, A. E. (Ed.). The rights of children: Emergent concept in law and society. Philadelphia: Temple University Press, 1973.

Periodical

Besharov, D. Building a community response to child abuse and maltreatment. Children, 4, 5, 1975.

Filmstrip

"Child Abuse and Neglect", Parents' Magazine.

4. Have a series of speakers come to the class, allow time for discussion. Include representatives from:

   a. Police Department

   b. Medical Profession

   c. Children and Family Services

   d. Mental Health Clinics

   e. Developmental Psychologist

   f. Parent's Anonymous

Reference:

Books

Fontana, V. J. and Besharov, D. J. The maltreated child: The maltreatment syndrome in children, medical, legal, and social guide. (3rd ed.). Springfield, Illinois: C. C. Thomas, 1977.

Katz, S. N. When parents fail: The law's response to family breakdown. Boston: Beacon Press, 1973.

Pamphlet

"Planning and Implementing Child Abuse and Neglect Service Programs: The Experience of Eleven Demonstration Projects". National Center for Child Abuse and Neglect, (No. (OHD) 77-30093).

5. Have the learners compile a list of all agencies in the community responsible for child welfare, including name, address, and phone number of contact person.

Reference:

Book

Kempe, C. H. and Helfer, R. Helping the battered child and his family. Philadelphia: J. B. Lippincott Co., 1972.

6. Have the learners discuss "who can be a child abuser."

Reference:

Books

Fontana, V. J. Somewhere a child is crying: Maltreatment, causes and prevention. New York: Macmillan, 1973.

Helfer, R. and Kempe, C. H. (Eds.) The battered child. (2nd ed.). Chicago: University of Chicago Press, 1974.

Periodicals

Klein, M. and Stern, T. Low birth weight and the battered child syndrome. American Journal of the Disadvantaged Child, 1971, pp. 15-18.

Kempe, C. H. A practical approach to the protection of the abused child and rehabilitation of the abusing parent. Pediatrics, 1973, 51, 804-808.

Films

"Battered Child, War of the Eggs", Insight Films.

"Home Sweet Home", National Instructional TV.

7. Have representative from Children and Family Services outline flow chart illustrating the stages from identification to remedial action for abuse cases.

Reference:

Pamphlets

"To Combat Child Abuse and Neglect", Public Affairs Pamphlets.

"Working with Abusive Parents: From a Psychiatric Point of View", (No. (OHD) 76-30070).

8. Have the learners keep a current bulletin board giving the range of parenting from (-) negative child abuse to (+) positive parenting.

Reference:
Pamphlet
Education for Parenthood: A Primary Prevention Strategy for Child Abuse and Nelgect", Child Abuse Project, Education Commission of the States, Report No. 93, December 1976. 300 Lincoln Street, Denver, Colorado.

Competency:

4.4 The learner will develop criteria for providing for the basic needs of children during the prenatal stage of adulthood.

Criteria:

a. Does the learner recognize the significance of genetics in the parenting role?

b. Does the learner recognize the legal aspect of parenting?

c. Does the learner understand the importance of knowing the family medical history?

d. Does the learner recognize the responsibility of becoming a new parent?

Enabling Activities:

1. Have the learners fill out a family medical history form.

2. Have a genetic counselor speak to the class.

Reference:
Books
Having a baby series:
The baby and the family
Conception and pregnancy
Helping your handicapped child

Prenatal care
Preventing mental retardation
Unwed mother
Syracuse, New York: New Readers Press.

The modern baby: Blueprint for health. XXI, 2, Chicago, Illinois: Blue Cross Association.

Pamphlets
"Health Care for the Adolescent"
"Your First Months with Your First Baby"
"Pregnancy and You"
New York: Public Affairs Pamphlets

3. Have the learners study the pamphlet: "Genetic Counseling" from March of Dimes, a booklet on risks of genetic defects, testing procedures, and how chances of inherited defects are estimated.

Reference:

Books

Apgar, V. and Beck, J. Is my baby all right? New York: Trident Press, 1973.

MacCracken, M. Lovey: A very special child. New York: Signet Books, 1976.

Westlake, H. G. Children: A study in individual behavior. Boston: Ginn & Co., 1977, pp. 29-34.

Periodicals

Sley, W. S. What is Genetic Counseling? Birth Defects, August, 1976, 9, 5-8.

Yoshida, R. K. Parental involvement in the special education pupil planning process: The schools' perspective , Exceptional Children, April, 1978. 44, 331-334.

Pamphlets

"Genetic Counseling", March of Dimes.

"Smoking and Pregnancy", U.S. Government Printing Office.

4. Have the learners view filmstrip: "Generation to Generation", from March of Dimes and use accompanying worksheets.

   Reference:
   Filmstrip
   "Generation to Generation", March of Dimes.

5. Have the learners identify the parent and child laws in the state.

6. Have a resource person such as a lawyer interpret Parent and Laws, and explain the implications of artificial insemination, illegitimacy, single parenthood, adoption, custody, and test tube babies to the class.

7. Have the learners discuss "Should one tell a child that he is adopted?" "Why?" "Why not?"

   Reference:
   Books
   Kaufman, S. A. New hope for the childless couple: The causes and treatment of infertility. New York: Simon and Schuster, 1972.

   Westlake, H. G. Relationships: A study in human behavior. Boston: Ginn & Co., 1972.

   Periodical
   "Rising concerns over surge in illegitimacy", U.S. News and World Report, June 26, 1978, pp. 59-60.

   Pamphlets
   LeShaw, E. J. "You and Your Adopted Child", Public Affairs Pamphlets.

   "Raising a Family Alone", Education Development Center, Newton, Massachusetts.

   Filmstrip
   "Prenatal Care: Preparing for Parenthood", Parents' Magazine.

5. Development of the Child

Competency:

5.1 The learner will understand the needs of the newborn and the effects of the environment on the newborn.

Criteria:

a. Does the learner understand the importance of bonding?

b. Is the learner aware of the Apgar scale?

c. Is the learner aware of the communication techniques of the newborn?

d. Does the learner realize the effects of 'nurturance' in the newborn's environment?

e. Does the learner recognize the importance of the child feeling loved by the mother and/or father?

Enabling Activities:

1. Have the instructor divide the class into groups and have each group identify one of the following terms: Bonding, Apgar Scale, Communication Techniques, and Nurturance.

Reference:
Books
Apgar, V. and Beck, J. Is my baby all right? New York: Trident Press, 1973.

Bowlby, J. Attachment. New York: Basic Books, 1969.

Periodical
Faranoff, A. A. Follow up of low birth weight infants: The predictive value of maternal visiting patterns. Pediatrics, 1970, 288-290.

Films
"Neurological Examination of the Newborn", Henry Ford Hospital.

"Person-to-Person - Infancy"
"Psychological Hazards in Infancy"
Modern Talking Picture Service.

2. Have the learners visit the pediatric or obstetric wing of a hospital and have a nurse explain care of the child during the first three days of life and the importance of the parents at that time.

Reference:
Book

White, B. The first three years of life. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

Film
"Life with Baby", McGraw-Hill.

Filmstrips
"Child Development and Child Health Series", Parents' Magazine.

"How Environment Influences Our Inherited Traits", Imperial Film Company.

3. Have the learners discuss the influence of the family atmosphere on the development of the newborn.

Reference:
Books

Biller, H. and Meredith, D. Father power. New York: David McKay, 1975.

Harrison-Ross, P. and Wyden, B. The black child: A parent's guide. New York: Peter H. Wyden, 1973.

Pamphlets
"The Joys & Sorrows of Parenthood", New York: Group for the Advancement of Psychiatry, 1973.

"So You're Going to be a New Father?" (No. (OHD) 72-28), Department of Health, Education and Welfare.

Periodicals
Klaus, M. H. Maternal attachment: Importance of the first postpartum days. New England Journal of Medicine, 1972, 460-463.

Fraiberg, S. How a baby learns to love. Red Book Magazine, 1971.

Films
"The Child", McGraw-Hill.

"Importance of Mother", Graphic Curriculum.

4. Have the learners locate and read paragraphs from current literature which describes specific ways in which family members express love to children.

Reference:
Books
Biller, H. B. Parental deprevation. Lexington, Massachusetts: Lenginton Books, 1974.

Brazelton, T. B. Infants and mothers. New York: Delacorte Press, 1969.

Brazelton, T. B. Toddlers and parents. New York: Delacorte Press, 1974.

Brenner, F. (Ed.) The first twelve months of life. New York: Grosset and Dunlap, 1973.

Raphael, D. The tender gift: Breastfeeding. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

Films
"Rock-a-bye Baby", Time Life Films.

"Benjamin", British Broadcasting Commission.

Filmstrip
"How an Average Child Behaves - From Birth to Age Five", Parents' Magazine.

5. Have the learners write a paper expressing the importance of love to the physical, social, and emotional development of a child.

6. Have the learners observe a mother or father bathing and dressing an infant, and discuss the communication that takes place.

Reference:
Book
Lynn, L. B. The father and his role in child development. Monterey, California: Books/Cole, 1974.

Competency:

5.2 The learner will express the necessary parental knowledge and skills for enhancing the physical, social, emotional, and intellectual care and development of the child.

Criteria:

a. Does the learner recognize that the child's behavior is dependent upon the age, stage of development and experience?

b. Does the learner have experiences with activities and skills that enhance the physical, social, emotional, and intellectual care and development of the child?

Enabling Activities:

1. Have the learners observe in a child care lab for a specific period of time or observe or help in another child care facility.

Have the instructor formulate guidelines for observing children.

Reference:

Books

Birckmayer, J. Helping babies learn. Printing/Publication Group, MVR Hall, Cornell University, Ithaca, New York.

Blossom, M. Isn't it wonderful how babies learn! Extension Division, University of Missouri, Columbia, Missouri.

Dittman, L. L. The infants we care for. Washington: National Association for the Education of Young Children, 1973.

Gordon, I. J. Baby learning through baby play. New York: St. Martin's Press, 1970.

Gordon, I. J. Child learning through child play. New York: St. Martin's Press, 1972.

Honig, A. S. and Lally, J. R. Infant caregiving: A design for training. New York: Media Products, Inc., 1972.

Willis, E. A. and Ricciuti, H. N. A good beginning for babies. Washington: National Association for the Education of Young Children, 1975.

Pamphlets

"The ABCs of Learning in Infancy", Minta Saunders, Infant Care Project, University of North Carolina, Greensboro, North Carolina 27412.

"Baby's Eating and Sleeping Habits", Johnson & Johnson, New Brunswick, New Jersey 08903.

"Health is - Everything", Sandra Reed, Infant Care Project, University of North Carolina, Greensboro, North Carolina 27412

"Getting to Know Your Baby and Yourself"
"Your New Human"
"Learning About the World"
"Your Baby Grows"
"Learning More Each Day"
"The End of the First Year"
Child Welfare League of America

"Talk With Baby"
"Babies Look and Learn"
"Babies Touch, Taste, and Learn"
"Playing Games with Babies"
U. S. Government Printing Office

"The Toddler and the Preschooler", 4-H Youth Programs, Cooperative Extension Services, Michigan State University, East Lansing, Michigan 48823.

Films

"Children's Agression: Its Origin and Control", Northern Illinois University Learning Center.

"Gabriel is Two Days Old", Film Library, Roberts Hall, Cornell University, Ithaca, New York 14853.

"Guiding Behavior", Film Library, Roberts Hall, Cornell University, Ithaca, New York 14853.

"But What Do You Do With Them?" Film Library, Roberts Hall, Cornell University, Ithaca, New York 14853.

"Hidden Treasure", The Infant Care Project, University of North Carolina.

"How Babies Learn", Film Library, Syracuse University.

"Joyful Noises", Film Library, Roberts Hall,
Cornell University.

"The Look At Me". Perennial Education, Inc.

"My Art Is Me!" Film Library, Roberts Hall,

"View From The Crib", Film Library, Roberts Hall,
Cornell University.

2. Have the learners study materials related to the development of the young child and discuss this in class.

Reference:

Book

Birch, H. Your child is a person: A psychological approach to parenthood without guilt. Pocket Books, Inc., 1972, PMIC Document #0448.

Pamphlets

"Education for Parenthood--Child Development Guide", Girl Scouts of America, Education for Parenthood, 830 Third Avenue, New York, New York 10022.

"Education for Parenting", Lane, Mary. National Association for the Education of Young Children, 1975.

"Growing Child", Newsletter series for new parents. For information, write: 124 State Street, Lafayette, Indiana 47902.

Films

"Before Reading and Writing",
"Come Out and Play",
"Fun in the Making",
"What are Little Children Made Of?"
Cornell University Film Library.

Competency:

5.3 The learner will recognize the necessity for providing play time and play equipment appropriate for the age of the child. Also, that varied activities and experiences are essential for adequate growth and development.

Criteria:

a. Does the learner recognize play as a learning experience for children (i.e., role identification, manipulative skills, perception and discriminatory skills, socialization, and self-concept)?

b. Does the learner develop skills in helping children utilize their imaginative and creative ability?

c. Does the learner see own role as an enabler to the child rather than a doer for the child?

Enabling Activities:

1. Have the learners prepare an individual file or notebook describing children's learning activities and experiences giving the purpose of each.

2. Have the learners create or construct materials for learning activities, identifying the age it could be used for.

   Reference:
   Book
   Gordon, I. Baby learning through baby play and child learning through child play. New York: St. Martin's Press, 1970.

   Pamphlets
   "Creative Activities for Young Children"
   "The Meaning of Creative Expression"
   Bank Street Publications.

3. Have the learners write a story suitable for a preschool child which illustrates that a child learns from taking part in family outings and activities.

4. Have the learners make puppets available to preschools to select and to use in telling about family, pet, a favorite vacation, visit to grandmas, holiday experiences, or birthday experiences. Best one could compete in Skill Shop at FHA-HERO.

5. Have the learners through the use of pantomime, illustrate the right and wrong way to assist children in situations such as:

a. pasting a picture.

b. coloring.

c. stacking blocks.

d. picking up trays.

e. dressing.

f. working with clay.

Reference:

Books

Cass, J. E. Helping children grow through play. New York: Schocken Books, 1973.

Sutton-Smith, B. and Sutton-Smith, L. How to play with your children. New York: Hawthorne, 1974.

Film

"How Children Learn", Preschool Primary Productions.

6. Have the learners use selected references to pinpoint the importance of being an enabler rather than a doer for the child.

7. Have the learners discuss which situation results in the most learning.

8. Have the learners plan trips to places of interest: a fire station, a post office, or a zoo, which provides material for talk and dramatic play. Have books and materials available for children to look at.

Reference:

Books

Bruner, J. Play: Its role in development and evolution. New York: Basic Books, 1976.

Caplan, F. and Caplan, T. The power of play. New York: Doubleday, 1973.

Periodical

Bruner, J. Play is serious business. Psychology Today, January, 1975, 8, 80-83.

Film

"Children's Play", McGraw-Hill.

6. Teaching of Values

Competency:

6.1 The learner will recognize the need to teach the child to function in society.

Criteria:

a. Does the learner understand rules for safety and sanitation?

b. Can the learner identify and model socially acceptable courtesies for socialization?

c. Does the learner understand that individuals of all ages contribute to society?

d. Can the learner analyze how the behavior of one person can affect the group (i.e., constructive and destructive)?

e. Does the learner enable others to be free to develop their own potential?

Enabling Activities:

1. Have the learners prepare a puppet show and script to illustrate:

   a. safety - crossing the street, toys off stairs, etc.

   b. sanitation - eating after others, care using hot water, washing hands before meals and going to the toilet.

   c. courtesies - requesting help, volume of voice, sharing.

   Perhaps the best ones could be presented at FHA-HERO Skill Shops.

   Reference:
   Pamphlet
   "Your Child's Safety", Metropolitan Life Insurance Company.

2. Have learners of different ages, sex and occupation share with the class what they do to help in the family and the community.

3. Have the learners play different predetermined roles in a group activity (i.e., the interrupter, the busy body, the negative person, the domineering person, the shy person, the one who goes along with anything). The group activity might be building house with blocks, playing in sand box, planning a party, etc. Discuss the role of each member and how it affected the group and the activity.

Reference:
Book
Klemer, R. H. and Smith, R. M. Teaching about family relationships. Minneapolis: Burgess Publishing Co., 1975, pp. 81-95.

4. Have the learners dramatize family situations such as, using something that belongs to another member of the family and not returning it.

Reference:
Books
Bisbane, H. E. and Riker, A. The developing child. Peoria, Illinois: Charles A. Bennett and Company, 1971.

Gordon, S. and Wollin, M. Parenting: A guide for young people. New York: Oxford Publishing Co., 1975.

Mead, D. Six approaches to child rearing. Provo, Utah: Brigham Young University Press, 1976.

Smart, M. S. and Smart, R. C. Children: Development and relationships. New York: Macmillan Company, 1977.

Westlake, H. G. Children: A study in individual behavior. Boston: Ginn & Company, 1977.

Competency:

6.2 The learner will recognize the responsibility of parents to help a child establish strong values and examine ways of teaching them.

Criteria:

a. Does the learner understand the process for examining a value?

b. Can the learner identify personal values?

c. Can the learner recognize how values are developed (Continuing, Introjection, and Identification)?

d. Can the learner distinguish between ideals and values (values are what you do; ideals are what you think you should do)?

e. Can the learner recognize how values change with maturity?

f. Can the learner recognize the power of examples?

Enabling Activities:

1. Have the learners discuss the meaning of a value system and the purpose of identifying personal values and goals.

   Reference:
   Books
   Brinkley, J. H. Teen guide to homemaking. New York: McGraw-Hill, 1976.

   Menker, J. Teen-age child bearing: Its medical aspects and implications for the U.S. population. in C. Wetcoff and R. Park, Jr. (Eds.) Demographic and social aspects of population growth. Washington, D.C.: U.S. Printing Office, 1972.

   Filmstrips
   "Interact for Moral Growth", Winston Press.

   "Teaching Relationships and Values", Guidance Associates.

   Game
   "Values", Northern Illinois University Learning Center.

2. Have the learners participate in a buzz session about a specific topic (i.e., decide what they will do for a school play) - have a recorder for each participant in group to record what is said. At the end, determine value expressed by each person.

   Reference:
   Films
   "A Sense of Purpose"
   "The Fine Art of Aggression"
   "Loneliness and Loving"
   "My Country Right or Wrong"

"Politics, Power and Public Good"
"Pride and Principle"
"The Right to Live: Who Decides?"
"Spaces Between People"
"Violence Just for Fun"
"Whether to Tell the Truth"
University of Illinois Film Service

3. Have the learners define values and how they are developed in children.

Reference:
Book
Westlake, H. G. Relationships. Boston: Ginn & Company, 1972.

Film
"Values and Goals: A Way to Go", University of Illinois Film Service.

4. Have the learners list types of values and show how they affect one at different life cycles; moral, spirital, aesthetic, economic, educational.

Reference:
Books
Kohlberg, L. and Turiel, E. Moral research: The cognitive development approach. New York: Holt, Rinehart and Winston, 1971.

Films
"The Giving Tree", Time Life Series.

"I'm 17, Pregnant, and Don't Know What To Do", Children's Home Society of California.

"Phoebe", National Film Board of Canada.

5. Have the learners discuss cliches such as: like father, like son; as the twig is bent, the tree grows; a chip off the old block; etc., and discuss how these affect ones values and may affect a child's perception of self.

6. Have the learners listen to the song, "Cats in a Cradle", by Jim Croche and discuss as it and other topics that relate to the power of example.

Reference:

Filmstrip

"Television Violence", Social Studies Service.

Kit

"Television and Values", Social Studies Service.

III.

SOCIAL-CULTURAL

7. Community Services

Competency:

7.1 The learner will identify services available from community resources for child care, parent education, family services, and the single parent.

Criteria:

a. Has the learner obtained an overall view of agencies and institutions interested in children?

b. Has the learner interacted with personnel from community agencies and institutions?

Enabling Activities:

1. Have the learners collect pamphlets and compile a list of services offered by each of the agencies interested in child care in the community.

   Reference:
   Family Service Agency
   Big Brothers - Sisters.

   Parental Stress Service
   Consists of four components:
   A 24-hour hotline,
   An outreach program,
   Referral Service,
   Parents Anonymous Meetings.

2. Have the instructor make arrangements for the learners to interview, correspond, and visit personnel from the various agencies or to have personnel visit the classroom.

   Reference:
   Books
   Dinkmeyer, D. and McKay, G. D. Raising a responsible child: Practical steps to successful family relationships. New York: Simon & Schuster, 1973.

Dodson, F. How to parent. New York: Signet, 1970.

Douglas, W. The one parent family. Nashville, Tennessee: The Methodist Publishing House, 1971.

Klemer, R. H. and Smith, R. M. Teaching about family relationships. Minneapolis: Burgess Publishing Company, 1975, pp. 277-311.

Klein, C. The single parent experience. New York: Avon, 1973.

3. Have the learners call a local crisis line or visit a local mental health center and obtain a listing of services.

Reference:

Books

Leissner, A. Advice, guidance and assistance: A study of seven family advice centers. Atlantic Highlands, New Jersey: Humanities, 1971.

Norton, R. Parenting. Englewood Cliffs, New Jersey: Prentice-Hall, 1977.

Periodicals

Burgess, J. K. The single parent family - a social and sociological problem. The Family Coordinator, 1970, 19, 137-144.

Gould, E. P. Special Report: The single parent family benefits in parent's without partners. Journal of Marriage and the Family, 1968, 30, 666-671.

Weiss, R. S. The contributions of an organization of single parents to the well-being of its members. The Family Coordinator, 1973, 22, 321-326.

Films

"Being An Effective Parent", Thomas Gordon's "On Being an Effective Parent", American Personnel and Guidance Association Film Department.

8. Society and Family

Competency:

8.1 The learner will realize the responsibility of each of us in affecting changes in society and in government.

Criteria:

a. Does the learner understand the legislative process from local to federal?

b. Does the learner have experiences in following family related legislation through one body of government?

c. Can the learner identify ways individuals may participate in legislation?

d. Can the learner identify individual actions necessary for maintaining high standards of society and government, differentiating between the necessary and the recommended?

Enabling Activities:

1. Have the learners research the development of various laws that relate to families and discuss how these changes in laws have affected the family and the individual as well as society.

   Reference:

   Books

   Calahan, S. C. Parenting: Principles and policies of parenthood. Baltimore: Penquin, 1974.

   Seagull, T. M. Youth and change in American politics. New York: New Viewpoints, 1977.

   Film

   "America's Crisis: Values in America - The Community", University of Illinois Film Service.

2. Have the instructor invite a legislator to the class to explain the various problems which occur at different levels in the government.

Reference:
Films
"The City and The Self", Stanley Milgren.

"Incident at Brown's Ferry", WGBH.

3. Have the learners investigate the input lobbying groups, organizations, community leaders, have at different levels of the government.

4. Have the instructor invite League of Women Voters to the class to describe bills pending in the legislature and how they affect family living.

Reference:
Books
Laing, R. D. The politics of the family and other essays. New York: Vintage Books, 1969.

Montessori, G. A. Parent involvement in the home, school, community. Columbus, Ohio: Merrill, 1978.

Periodical
Bard, M. and Zacker, J. The prevention of family violence: Dilemmas of community interaction. Journal of Marriage and the Family, 1971, 33, 677.

Competency:

8.2 The learner will recognize that there is a reciprocal relationship between the family and society.

Criteria:

a. Does the learner understand that the responsible family is the foundation of effective democracy?

b. Does the learner realize that society and the family are mutually dependent?

c. Does the learner realize that parental input into schools is critical?

Enabling Activities:

1. Have the learners make a list of agencies and organizations which contribute to the family and classify each as to tax supported or non-tax supported and what age family member is served. Have learners use agencies as:

Public Schools
March of Dimes

Salvation Army
Senior Citizens
Boy Scouts
4-H
Community Beautification
Garden Clubs
Child & Family Services
Youth Bureau Services
Juvenile Court
Cooperative Extension.

2. Have the learners select one of these agencies or organizations and do an in-depth project on it and discuss whether or not they would like to participate in the agency.

3. Have the learners trace how legislation has affected child labor laws, estate planning, health, and inheritances, education, busing, zoning, and how this affects a family's life cycle.

Reference:

Films

"Everyday of Our Lives", University of Illinois Film Service.

"Free Speech for Whom", Sixty Minutes.

Filmstrip

"Local Issues: What's Right?", Guidance Associates.

4. Have a representative from a local government come to the class and discuss the voluntary involvements of local citizens in community organizations.

Competency:

8.3 The learner understands that families and society share the responsibility for children's education, mental and physical well being, recreation and protection from danger.

Criteria:

a. Can the learner identify contributions that families have made to their communities?

b. Does the learner recognize the costs, responsibilities, and laws affecting children's education and general welfare?

c. Has the learner studied the court system as it relates to the child and the family?

d. Has the learner investigated current standards for the selection of child care facilities?

Enabling Activities:

1. Have the learners investigate the community's cost of educating one child in a school system, one year and then K-12 and identify all the rewards.

2. Have the learners discuss the community responsibilities of advertisers. Have the learners give examples of behaviors observed resulting from advertising.

   Reference:

   Book

   Brown, R. *Children and television*. Beverly Hills, California: Sage, 1976.

   Periodicals

   Dieterich, D. and Ladevich, L. Medium and the message: Effects of television on children. ERIC/RCS Report, *Language Arts*, February, 1977, *54*, 196-204.

   How TV Sells Children: Symposium. *Journal of Communication*, Winter, 1977, *27*, 100-157.

3. Have the instructor invite parents to the class and describe their participation in organizations and agencies in their community; analyze male and female roles in these organizations and the effects on the community.

4. Have the instructor make arrangements for each learner to visit a licensed day care center, a kindergarten class, and describe the activities that take place.

   Reference:

   Periodical

   Zigler, E. and Hunsinger, S. Bring up day care. *A.P.A. Monitor*, 1977, *8*, 8-9.

5. Have a juvenile court officer speak to the class on:

   foster homes,
   adoption,
   divorce,
   record - court and family,
   wills,
   birth certificates.

   Reference:

   Book

   Westlake, H. G. Relationships: A study in human behavior. Boston: Ginn & Co., 1972, pp. 338-347.

   Pamphlet

   Leshaw, E. J. "You and Your Adopted Child", Public Affairs Pamphlets, No. 274.

6. Have the learners display legal forms necessary for wills, insurance, social security, income tax, divorce, births, baptisms, and invite an attorney to come to the class to explain the importance of these forms and how to use them.

IV.

PARENTHOOD

9. Parent Impact on Child

Competency:

9.1 The learner will explore how parental attitudes affect children's behavior.

Criteria:

a. Does the learner understand how role concept affects behavior?

b. Can the learner identify how fears affect behavior?

c. Can the learner recognize other causes of behavior modifications?

d. Can the learner identify how examples of others (important others) affect behavior?

e. Does the learner recognize that development of parental attitudes and behavior is a dynamic process that is always changing?

Enabling Activities:

1. Have the learners role play different situations and analyze which gives the child more security.

   Reference:
   Books
   White, B. T. *Experience and environment: Major influences of the development of the young child.* Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

   White, B. T. *The first three years of life.* Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

2. Have a panel of parents come to the class to discuss their particular attitudes and how these affect the child's behavior.

Reference:

Books

Kohn, M. L. Social class and parental values. In P. H. Mussen, J. J. Conger, and J. Kagan (Eds.) Readings: Child development and personality. New York: Harper and Row, 1975.

Milner, D. Children and race. Baltimore: Penquin Books, 1975.

Periodical

I'd Rather Be A Father, Readers Digest, June, 1978.

3. Have the learners debate parental absence at school functions, churches, and as volunteer leaders, as well as, parents who read to their children and who go to events with their children.

4. Have the learners describe realistic family situations that they would like to create when they start their family.

Reference:

Book

Faber, A. and Mazlish, E. Liberated parents/ liberated children. Grossett & Dunlap, Inc., 1974. PMIC Document #0179

Periodical

Hetherington, E. M. and Frankie, G. Effects of parental dominance, warmth and conflict of imitation - children. Journal of Personality and Social Psychology, 1967, 6, 119-123.

5. Have the learners analyze how the parent's job and the community effect the child.

Reference:

Periodical

Coles, R. The children of affluence - How they are different. Atlantic Monthly, September, 1977.

Films

"The Children Were Watching", Time Life.

"Hill Wall", McGraw-Hill.

"Social Class America", McGraw-Hill.

6. Have the learners list the hours spent with their parents and the effect this time has on them.

7. Have the learners read autobiographies of famous people and discuss how the family influenced them.

   Reference:
   Film
   "My Childhood: Hubert Humphrey's South Dakota and James Baldwin's Harlem", Time Life.

8. Have the learners write an autobiography and discuss how their parents influenced them.

   Reference:
   Book
   Biller, H. and Meredith, D. *Father power*. Garden City, New York: Anchor Books, 1975.

   Filmstrips
   "The Changing Work Ethic",
   "Dealing With Authority",
   "Personal Conflicts - The Modern Era",
   "Work/Working/Worker",
   Guidance Associates.

Competency:

9.2 The learner will understand the child's need and right to assert independence.

Criteria:

a. Does the learner identify how the child asserts independence at different ages?

b. Does the learner understand assertiveness and its importance.

c. Can the learner distinguish between parent and child goals and expectations?

Enabling Activities:

1. Have the learners dramatize the aggressive, self-effacing, and the assertive person.

   Reference:
   Books
   Albert, R. and Emmons, M. *A guide to assertive behavior*. San Luis Obispo, California, Impact, 1974.

Albert, R. and Emmons, M. Stand up, speak out, talk back! New York: Pocket Books, 1977.

Bach, G. and Goldberg, H. Creative aggression - The art of assertive living. New York: Avon Publishers, 1975.

Bower, S. A. and Bower, G. H. Asserting yourself: A practical guide for positive changes. Addison-Wesley Publishing Co., 1976.

Fensterheim, H. and Baer, J. Don't say yes when you want to say no. New York: Dell Publishings Co., 1975.

2. Have the learners list various personality types and discuss how the person is viewed in terms of aggressive, self-effacing and assertive.

Reference:
Periodical
Bower, S. Assertive training with children. Elementary School Guidance and Counseling, May, 1976, 10, 236-245.

3. Have the learners discuss the effects of parents goals and expectations of the child on the child, i.e., "it's a boy instead of a girl".

Reference:
Filmstrip
"Conflicts Between Parents and Children", Parents' Magazine.

4. Have the learners read Virginia Axline's book, "Play Therapy" and discuss how parents need to allow the child to express self.

Reference:
Book
Axline, V. Play therapy. Westminister, Maryland: Ballantine, 1974.

Competency:

9.3 The learner will recognize the influence of the parent on the child.

Criteria:

a. Is the learner aware of the need for understanding parent's values?

b. Is the learner aware of the need to teach children attitudes?

c. Can the learner develop living skills from parents?

d. Is the learner aware of how a parent aids in the child's personal development?

e. Is the learner aware that the parent's knowledge of physical care aids in the health of the child?

Enabling Activities:

1. Have the learners make a list of values they received from their parents, as well as values they feel parents should have. Have the instructor read each list at random and have the class decide if each value is a necessary value for parents to have.

Reference:
Books

Gordon, I. J. Baby to parent, parent to baby: A guide to developing parent-child interaction in the first twelve months. New York: St. Martin's Press, 1977.

Green, M. Fathering. New York: McGraw-Hill, 1976.

Hamilton, M. T. Father's influence on children. Chicago: Nelson-Hall, 1977.

Lewis, M. (Ed.) Origins of intelligence: Infancy and early childhood. New York: Plenum Press, 1976.

Raising children in a changing society. Minneapolis: General Mills, 1977.

Smart, M. S. Families: Development relationships. New York: Macmillan, 1976.

Smart, M. S. and Smart, R. C. Children: Development and relationships. New York: Macmillan, 1972.

Periodicals

Hoffman, T. W. Early Childhood experiences and women's achievement motives. Journal of Social Issues, 1972, 28, 129-155.

Spelke, E., Zelazo, P., Kagan, J., and Kotelchuck, M. Father interaction and separation protest. Developmental Psychology, 1973, 9, 83-90.

Whiting, B. Folk wisdom and child rearing. Merrill Palmer Quarterly, 1974, 20, 9.

Filmstrip

"Preparing for Parenthood", Guidance Associates.

2. Select from fiction items describing parents. Show item researched with class and discuss attitudes given by the writer.

Reference:

Book

Nye, F. I. and Felix, M. B. The family: Its structure and interactions. New York: The Macmillan Company, 1973.

3. Have the learners observe actions of parents and children that reveal positive and negative attitudes and report back to class for a discussion.

Reference:

Books

Benedict, R. Patterns of culture. Boston: Houghton-Mifflin, 1934.

Gross, B. and Gross, R. The children's rights movement. Anchor, 1977.

Henry, J. Pathways to madness. New York: Random House, 1971.

Kagan, J. Change and continuity in infancy. New York: John Wiley & Sons, Inc., 1977.

4. Have a resource person come to the class to discuss type and effect of physcial care of the child.

10. Prenatal

Competency:

10.1 The learner will recognize the meaning of becoming a new parent and the impact of the child on the parent.

Criteria:

a. Can the learner identify the need for genetic counseling?

b. Does the learner understand the need for emotional stability and flexibility of feelings?

c. Can the learner identify the changes that occur when a child enters the life of a person in terms of gains and losses?

d. Does the learner understand these changes in terms of personal gains and losses?

e. Can bhe learner develop coping mechanisms for dealing with these changes?

f. Can the learner identify ways of coping with the impact of a child that would be personally effective.

Enabling Activities:

1. Have the isntructor invite to class a panel of resource people who will talk on different philosophies or responsibilities of parenting: the working parent, single parent/divorced parent.

Have the learners prepare brief research reports investigating different aspects of divorce; a historical overview of divorce, legal aspects of divorce including custody and vistation, and the emotional impact of divorce on children.

References:
Books
Dobson, J. Dare to discipline. Des Plaines, Illinois: Bantam, 1977.

Douglas, W. The one parent family. Nashville: The Methodist Publishing House, 1971.

Galper, M. Co-parenting: Sharing your child equally: A sourcebook for the separated or divorced family. Philadelphia: Running Press, 1978.

Gordon, S. and Wollin, M. Parenting: A guide for young people. Fair Lawn, New Jersey: Oxford Book Company, 1975.

Green, M. Fathering: A new look at the creative art of being a father. New York: McGraw-Hill, 1976.

Klein, C. The single parent experience. New York: Walker & Company, 1973.

Klemer, R. H. and Smith, R. M. Teaching about family relationships. Minneapolis: Burgess Publishing Company, 1975, pp. 239-296.

Periodical

Burgess, J. K. The single parent family: A social and sociological problem. The Family Coordinator. 1970, 19, 137-144.

2. Have the learners do a survey of different techniques parents use in effective child rearing.

Reference:

Books

Dobson, F. How to parent. New York: Signet Books, 1970.

Kestenberg, J. Children and parents. New York: Aronson, 1975.

Strom, R. D. Growing together: Parent and child development. Belmont, California: Brooks-Cole. 1977.

Pamphlet

"Genetic Counseling: Booklet on Risks or Genetic Defects", March of Dimes.

Periodical

Sley, W. S. What is Genetic Counseling?", Birth Defects, August, 1976, 9, 5-8.

3. Have the learners do case studies of families to illustrate emotional stability or instability.

4. Have the instructor show film, "Separation/Divorce: It Has Nothing To Do With You".

   Reference:
   Film
   "Separation/Divorce: It Has Nothing To Do With You", McGraw-Hill.

5. Have the learners who have recently experienced getting and caring for a new pet give a detailed report on what's involved, emotionally, timewise, and other demands, and contrast how much greater might be the responsibilities if it were an infant.

6. Have the learners make lists of the changes that occur when a child enters the life of a person in terms of gains and losses.

   Reference:
   Books
   Bernard, H. Human development in western culture. Boston: Allyn & Bacon, Inc., 1970, pp. 424-436.

   Papalia, D. E. and Olds, S. W. A child's world: Infancy through adolescence. New York: McGraw-Hill, 1975.

   Peairs, L. and Peairs, R. H. What every child needs. New York: Harper and Row, 1975.

   Periodical
   Children and their families. The New York Times. 1977, 36.

7. Have the learners research mechanisms for dealing with these changes.

   Reference:
   Books
   Dodson, F. How to parent. New York: Signet Books, 1970.

   Kestenberg, J. Children and parents. New York: Aronson, 1975.

   Strom, R. D. Growing together: Parent and child development. Belmont, California: Brooks-Cole, 1977.

Westlake, H. G. Children: A study in individual behavior. Boston: Ginn & Co., 1977, pp. 43-45.

Film

"Parenting: Fathers, mothers, and others", J. C. Penney Company.

Filmstrips

"Conflicts Between Parents and Children", Set 2 - "Parents Expect - Children Want"

"The Child's Relationship to Family", Parents' Magazine Films.

Competency:

10.2 The learner will recognize the importance of nutrition during pregnancy.

Criteria:

a. Does the learner realize that good nutrition during pregnancy is necessary for healthy babies?

b. Does the learner recognize that 50 percent of the babies born to mothers under 21 years of age suffer from malnutrition.

Enabling Activities:

1. Have the instructor give the learners a handout: "Diet for Pregnancy".

Reference:

Book

Fleming, A. Nine Months: An intelligent woman's guide to pregnancy. New York: Stein & Daz, 1972.

Pamphlet

"Be Good To Your Baby Before It Is Born", National Foundation/March of Dimes.

Film

"Nutrition and Dental Care - Pregnancy, Physiology of Reproduction", Indiana University NET Film Service.

2. Have the learners plan menus for a pregnant woman.

3. Have the learners prepare a snack for a pregnant woman and evaluate it in terms of nutritional value.

   Reference:
   Pamphlet
   "What To Eat While You're Pregnant", National Dairy Council.

4. Have the instructor show a slide presentation of children who are malnourished (See County Health Department).

   Reference:
   Periodical
   Mayer, J. Toward a national nutrition policy. Science, 1972, 176, 239.

   Filmstrip
   "Nutrition for Young People", Guidance Associates.

   "Inside My Mom", March of Dimes.

Competency:

10.3 The learner will demonstrate an understanding of the impact of the pregnancy as the mother's activities change and possible changes in life style for the family.

Criteria:

a. Does the learner understand the importance of family involvement in a pregnancy?

b. Does the learner understand the importance of clothing changes and limitations of activities during mother's pregnancy?

c. Does the learner understand the impact of the pregnancy on the parents to be?

Enabling Activities:

1. Have the instructor lead a class discussion on growth and prenatal development. Have the learners do case studies or role playing of situations of prenatal development.

Reference:
Books

Gordon, S. and Wollin, M. *Parenting: A guide for young people*. Fair Lawn, New Jersey: Oxford Book Company, 1975, pp. 42-51, 52-70.

Mack, H. C. *Prenatal life*. Detroit: Wayne State University Press, 1970.

2. The instructor will invite different age parents to discuss the impact of their pregnancy.

Reference:
Books

Bing, E. *Moving through pregnancy*. Des Plaines, Illinois: Bantam Books, 1976.

Mitchell, I. *Giving birth together: The modern parents: home program of natural childbirth exercises*. Somers, Connecticut: Seabury Press, Inc., 1975.

Westlake, H. G. *Children: A study in individual behavior*. Boston: Ginn & Co., 1977, pp. 43-55, 56-76.

3. Have the learners research and present to the class clothing changes that are necessary during pregnancy.

4. Have the class tour a maternity clothing store or have someone bring in samples of maternity clothes; giving price samples.

5. Have the instructor lead a discussion on prenatal care and preparing for parenthood.

Reference:
Film

"Straight Talk About Pregnancy and Prenatal Care", March of Dimes.

Filmstrips

"Prenatal Care: Preparing for Parenthood", Parents' Magazine Films.

"Preparation for Parenthood", Sunburst Communications.

Competency:

10.4 The learner will recognize and understand the stereotyped sex roles in parenting.

Criteria:

a. Does the learner recognize how cultural changes have affected sex roles?

b. Does the learner understand that through creative play and other early experiences that flexible sex roles can be taught?

Enabling Activities:

1. Have the instructor show films and filmstrips on roles and changing roles.

   Reference:
   Book
   Rosenberg, B. G. and Sutton-Smith, B. *Sex and identity*. New York: Holt, Rinehart & Winston, 1972.

   Filmstrips
   "Girl's and Boy's - Rights and Roles",
   "Masculinity and Feminity",
   Guidance Associates.

2. Have the learners do outside research concerning cultural changes that have affected sex role attitudes.

   Reference:
   Books
   Blood, R. A. *New roles for men and women*. Association Press, 1963.

   Money, J. and Ehrhardt, A. *Man and woman, boy and girl*. New York: New American Library, 1974.

   Periodical
   Rinehart, J. Mothers without joy. *Saturday Evening Post*, 1963, 236, No. 11, 30.

3. Have the instructor invite a speaker to lead a class discussion on children's play.

   Reference:
   Book
   Carmichael, C. Non-sexist childraising. Boston: Beacon Press, 1977.

   Periodical
   Carper, L. Sex roles in the nursery. Harpers, 1978, 256, 51-53.

4. Have the learners list sex roles they noticed while observing nursery school children.

Competency:

10.5 The learner will analyze the affects of established parental roles and the need for shared roles.

Criteria:

a. Does the learner understand the needs of shared responsibilities in the home with children accepting a share of the responsibilities according to ability.

b. Does the learner understand the needs of shared responsibilities in parenting?

Enabling Activities:

1. Have the learners role play how responsibilities are shared. Have the learners assume different family member's roles.

   Reference:
   Books
   Klemer, R. M. and Smith, R. M. Teaching about family relationships. Minneapolis: Burgess Publishing Co., 1975, pp. 227-237, 239-258.

   Westlake, H. G. Children: A study in individual behavior. Boston: Ginn & Co., 1977, pp. 43-55.

Periodical

Benedek, T. Parenthood as a developmental phase. Journal of American Psychoanalytic Association. 1959, 28, 3.

Film

"The Fable of He and She", Learning Corporation.

Filmstrip

"Parenting", Butterick Publishing.

2. Have the learners do a collage illustrating shared responsibilities, and explain it to the class.

3. Have the instructor invite a school psychologist to lecture on shared responsibilities in the home and in parenting.

   Reference:

   Book

   LeMasters, E. E. Parents in modern America. Homewood, Illinois: The Dorsey Press, 1977.

   Periodical

   Brim, O. G. The parent-child relation as a social system: Parent and child roles. Child Development, 1957, 28, 3.

   Filmstrip

   "Parenthood in America: Parenthood Today and Tomorrow", Parents' Magazine Films.

4. Have the instructor invite a panel of parents to come to the class to discuss male sharing in child rearing.

5. Have the learners participate in a class discussion on the importance of young children assuming responsibility.

11. Parental Skills

Competency:

11.1 The learner will describe skills necessary in the management of children.

Criteria:

a. Does the learner realize the necessity of "caring" about children?

b. Does the learner realize the necessity of "loving" children?

c. Does the learner realize the necessity of "communication" with children?

d. Does the learner realize the necessity of "discipling" children?

Enabling Activities:

1. Have the learners working in groups prepare skits illustrating: caring, communication, loving, and disciplining children.

   Reference:
   Book
   Tansey, A. M. Where to get help for your family.
   St. Mermaid, Indiana: Abby Press, 1977.

   Filmstrips
   "Adjusting to the New Baby",
   "Mother Infant Health Care",
   "Skills for Parents",
   Guidance Associates.

2. Have the learners discuss the concept of caring.

   Reference:
   Books
   Bettelheim, B. The children of the dream. New York:
   The Macmillan Co., 1960.

   Klaus, M. H. and Kennell, J. H. Material - Infant
   bonding: The impact of early separation or loss
   of family development. St. Louis: C. V. Mosby,
   1976.

3. Have the learners explore the concept of communication.

    a. Have the learners use role play child/parent situation, with listening and feedback.

    b. Have the learners play the game in which each learner has an apple or potato, names it and describes it to others. Have the learners pile items together, and find own.

    Reference:

    Periodicals

    Benson, T. Family communication systems. *Small Group Behavior*, *6*, 1975, 91-104.

    Flauel, J. H. Role-taking and communication skills in children. *Young Children*, 1966, *21*, 164-177.

    Rebilsky, F. and Hanks, C. Father's verbal interaction with infants in the first three months of life. *Child Development*, 1972, *42*, 63-68.

4. Have the learners explore the concept of love and list ways of showing love, i.e., reading a book, tousling hair, touching, looking, and using words.

    Reference:

    Book

    Harlow, H. F. The maternal affectional system. In Foss, M. (Ed.) *Determinants of infant behavior II*. New York: John Wiley & Sons, 1963.

    Periodical

    Denzin, N. K. Children and their caretakers. *Trans Action*, 1971, *62*.

5. Have the learners explore methods and meanings of discipline.

Reference:

Books

Dobson, J. Dare to discipline. Glendale, California: Regal Books, 1972.

Stone, J. G. A guide to discipline. Washington, D. C.: National Association for the Education of Young Children, 1962.

Wood, P. and Swartz, B. How to get your children to do what you want them to. Englewood Cliffs, New Jersey: Prentice-Hall, 1977.

Competency:

11.2 The learner will explore ideas for helping parents cope with their attitudes, fears and needs while dealing with their children.

Criteria:

a. Can the learner identify the need of parents to cope with attitudes while dealing with their children?

b. Does the learner understand the need of parents to cope with fears while dealing with their children?

c. Does the learner understand the need of parents to cope with their needs while dealing with their children?

Enabling Activities:

1. Have the instructor bring in a panel of parents to discuss the problems they face in handling their children.

Reference:

Books

Klemer, R. H. and Smith, R. M. Teaching about family relationships. Minneapolis: Burgess Publishing Company, 1975, pp. 165-189, 191-225.

Schulz, D. A. The changing family. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Sears, R. R. Identification and child rearing. Stanford, California: Stanford University Press, 1965.

Westlake, H. G. Relationships: A study in human behavior. Boston: Ginn & Co., 1972, pp. 87-94, 390-401.

2. Have the learners view a soap opera example: "All My Children", and discuss observed problems related to parents and their children.

EVALUATION OF A SOAP OPERA

Name of Program ____________________

Instructions: Record all the problems that you observe relating to parents and their children. Describe the problem and list possible alternatives.

Problem	Alternative

3. Have the learners act out skits on projecting fears of children and parents such as:

I'm afraid you'll get sick.
I'm afraid you'll get hurt.
I'm afraid you'll get bad grades.
I'm afraid you won't get what you need if I don't work.

4. Have the learners describe a situation or critical incident on fears.

5. Have the learners play a game based on "Coat of Arms". Have the learners put in parts that they identify as themselves. The have the learners take one part out, two parts out, etc. Finally, each person has own identity and as no one can pull another learner's parts out.

6. Have the learners discuss problems of children which parents may want to understand.

Reference:
Filmstrips
"Everyday Problems of Young Children", Parents' Magazine Films.

"Parents Want to Understand", Sears, Roebuck Foundation, Addison-Wesley Publishing Company.

12. Parenting Concerns

Competency:

12.1 The learner will identify parenting problems occurring when the mother is working.

Criteria:

a. Can the learner identify and build attitudes concerning working mothers?

b. Can the learner identify problems that may arise in this situation?

c. Can the learner search out solutions for these parental concerns?

Enabling Activities:

1. Have the learners investigate parenting and the working mother.

Reference

Books

Curtis, J. Working mothers. Garden City, New York: Doubleday, 1976.

Hoffman, L. and Nye, F. Working mothers. San Francisco: Jossey-Bass, 1974.

Klemer, R. H. and Smith, R. M. Teaching about family relationships. Minneapolis: Burgess Publishing Co., 1975, pp. 259-276, 277-297.

Levine, J. Who will raise the children? New York: J. B. Lippencott Co., 1976.

Raising children in a changing society. Minneapolis: General Mills, 1977.

Segal, E. Love story. New York: New American Library, 1970.

Westlake, H. G. Relationships: A study in human behavior. Boston: Ginn & Co., 1972.

Film

"Problems Parents Face", Social Studies School Service.

2. Have the instructor show films or filmstrips related to family problems.

   Reference:
   Films
   "Cipher in the Snow", Brigham Young University.

   "The War of the Eggs", Paulist Productions.

   Filmstrips
   "Children in Crises" (Set 1-4), Parents' Magazine Films.

   "Families in Crises", Coronet Films.

3. Have the instructor invite a panel of working mothers of different professions to come to the class and discuss issues as: factors a mother should consider when she elects to work outside the home.

Competency:

12.2 The learner will hypothesize the problems which may arise with the arrival of the second child.

Criteria:

a. Does the learner understand the financial, emotional, physical, and mental problems which arise with the arrival of the second child to the family?

b. Can the learner identify alternatives for dealing with these strains?

c. Can the learner identify solutions for these strains?

Enabling Activities:

1. Have the instructor give a lecture on problems that occur with arrival of the second child.

   Reference:
   Books
   Kiley, D. Nobody said it would be easy: Raising responsible kids and helping them out of trouble. New York: Harper & Row, 1978.

Senn, M. J. and Hartford, C. The first born: Experiences of eight American families. Cambridge, Massachusetts: Harvard University Press, 1968.

2. Have the instructor invite parents to come to the class to discuss strains that occur when there is a second child in the family.

Reference:
Book
Markler, M. S., Prine, F., Bergman. The mother's reaction to her toddler's drive for individualization. In Anthony, E. J., Benedek, T. (Eds.) Parenthood: Its psychology and psychopathology. Boston: Little, Brown & Company, 1970.

3. Have the learners discuss their birth order in the family and problems they felt their presence may have caused their family.

4. Have the learners role play different family settings.

Reference:
Films
"Jamie - The Story of A Sibling", McGraw-Hill.

"My Mom's Having a Baby", Time Life.

Filmstrip
"Brothers, Sisters, Feelings and You", Guidance Associates.

5. Have the learners research the subject "effects of an additional child on a family".

V.

INDIVIDUAL OR STUDENT NEEDS

13. Being Adaptive in the World

Competency:

13.1 The learner will demonstrate abilities for decision-making and problem solving in the parenting role.

Criteria:

a. Does the learner have skills in problem-solving techniques?

b. Does the learner see the role he/she plays in decision-making?

Enabling Activities:

1. Have the learners list five steps of problem solving techniques.

   Reference:
   Book
   Gordon, T. Parent effectiveness training. New York: Peter H. Wyden, 1970.

2. Have the learners select a personal problem and go through the five steps of problem solving. Have them discuss choices of solutions with the class using additional criteria as:

   a. group activities, family or community problems,

   b. resources for assistance with problem solving.

3. Have the learners list a number of issues that require decision-making, examples are: "where to go on vacation", "how to divide up chores".

4. Have the learners use tapes and films to discuss the roles individuals play in decision-making.

Reference:
Films
"The Confident Learner: Self-Esteem in Children",
"Confident Teaching: Enhancing Self-Concept",
Northern Illinois University Learning Center.

Competency:

13.2 The learner will recognize factors that contribute to a strong self-concept and the effect of that concept on their roles as parents.

Criteria:

a. Can the learner discuss and define self-concept?

b. Does the learner understand the factors that contribute to the making of a personality?

c. Can the learner develop an awareness of self-concept?

d. Does the learner participate in activities which will enhance self-concept?

e. Can the learner speak for self, in self-responsible terms?

f. Does the learner see all people as being worthy merely by existing?

g. Does the learner have an awareness of the need to express feelings?

Enabling Activities:

1. Have the learners define and discuss self-concept.

Reference:
Book
Rogers, C. R. On becoming a person. Boston:
Houghton-Mifflin Company, 1961.

2. Have the learners research various definitions of personality. Have them brainstorm ideas about personality and discover with new versions of the meaning of personality.

Reference:
Books
Freed, A. M. T. A. for teens. San Francisco:
Galmar Press, Inc., 1976.

Harris, T. A. *I'm ok, you're ok*. New York: Harper & Row, 1963.

Westlake, H. G. *Relationships: A study in human behavior*. Boston: Ginn & Co., 1972, pp. 12-26.

Yarbrough, R. *Triumphant personality*. New York: Macmillan and Company, 1949.

Filmstrip

"Personality - Roles You Play", Social Studies School Service.

3. Have the learners brainstorm on factors contributing to personality development from infancy through adulthood, concentrating on biological, environmental, and cultural factors.

Reference:

Books

Maslow, A. *Abraham A. Maslow: A memorial volume*. Monterey, California: Brooks/Cole, 1972.

Stein, Z. A. and Sussen, M. W. Prenatal nutrition and mental competence. In J. D. Lloyd-Still (Ed.) *Malnutrition and intellectual development*. Littleton, Massachusetts: Publishing Science Group, 1976.

Periodical

Harlow, H. F. and Harlow, M. K. The effect of rearing conditions on behavior. *Bulletin of the Menninger Clinic*, 1962, *26*, 213-224.

4. Have the learners give a written description of themselves and include a picture they like and/or dislike. The description should include physical characteristics.

Reference:

Book

Klemer, R. H. and Smith, R. M. *Teaching about family relationships*. Minneapolis: Burgess Publishing Company, 1975, pp. 123-147.

5. Have the learners take the description from No. 4 and rework negative statements into positive ones.

6. Have the learners select one aspect of their personality they would like to change, explore factors contributing to the development of this trait, or characteristic, and plan ways for changing, eliminating, or compensating for the trait.

7. Have the learners discuss important factors in a child's environment that shape the personality.

   Reference:
   Book
   Westlake, H. G. Relationships: A study in human behavior. Boston: Ginn & Co., 1972, pp. 12-26.

8. Have the learners use I, me, my, or mine in learning to speak for self and in speaking in self-responsible terms.

   Reference:
   Books
   Lowny, R. J. Dominance, self-esteem, self-actualization: Germinal papers of A. H. Maslow. Monterey, California: Brooks/Cole, 1973.

   Somuek, S. C. Enhancing self concept in early childhood: Theory and practice. New York: Human Sciences Press, 1977.

   Film
   "Never Say You Can't Until You Try", Motion Media.

9. Have the learners re-word a list of ten sentences which are not stated in self-responsible terms so that they become self-responsible statements, examples: Not speaking for self - "You should ..."; speaking for self - "I think you should ...".

   Reference:
   Film
   "Developing Self-Esteem - Dr. Lee Salk", Northern Illinois University Learning Center.

10. Have the learners use role playing to illustrate how the elimination of a position of a group member reveals the importance of that person's position within the system (may be used in family, work, community, etc., situations).

Reference:
Book
Guest, J. Ordinary people. New York: Ballentine Books, 1976.

11. Have the learners express their feelings by completing open ended sentences such as:

    a. I feel good when ... .

    b. I feel angry when ... .

12. Have the learners express feeling statements in different ways by altering tone of voice, physical stance, etc..

Competency:

13.3 The learner will demonstrate that through learning to understand others, one will understand one's self and be better able to interpret their role as a parent and meet the needs of their children.

Criteria:

a. Does the learner have the ability to empathize with others?

b. Can the learner identify personal ways of interacting with others by improving the relationship with others?

c. Does the learner realize that self-insight is gained by improving the relationships with others?

d. Can the learner define and identify values, life styles, and goals?

e. Can the learner recognize and set up a hierarchy of personal values?

f. Can the learner analyze factors contributing to this hierarchy of values?

g. Can the learner investigate the spectrum of life styles available?

Enabling Activities:

1. Have the learners listen to critical incidents and respond empathetically and critically. Have the class analyze the difference in the two responses.

   Reference:
   Books
   Berry, J. R. Kids on the run. New York: Four Winds Press, 1978.

   Williams, R. N. (ed.) To live and die: When, why and how. New York: Sprengler-Verlag, 1974.

2. Have the learners take turns role playing critical incidents and discussing the effect of this dialogue on themselves. Have observers offer feedback on their opinion of these interactions.

   Reference:
   Periodical
   Bell, T. H. The child's right to have a trained parent. Elementary School Guidance and Counseling, 1975, 9, 271-276.

   Films
   "This Charming Couple", McGraw-Hill.

   "Coming Home" (Intergenerational), National Film Board of Canada.

   "Coping with Parents"

   "Ivan and His Father", Churchill Films.

   "Saturday Morning", Columbia Pictures.

   "Trouble in the Family", National Educational Television Film Service.

3. Have the learners take one or two of these interactions and analyze why they interacted that way and how the interaction could have been more effective.

   Reference:
   Book
   Fast, J. Body language. New York: J. B. Lippincott, 1970.

Film
"A to B", American Film Institute.

4. Have the learners read the first five chapters of Our image conflicts by Karen Horney, and write a report on which types of behavior they reflect most.

Reference:
Book
Horney, K. Our image conflicts. New York: Norton & Company, 1945.

5. Have the learners list personal values in order of importance.

Reference:
Books
Harmin, M. Making sense of our lives. Multi-Lit. Niles, Illinois: Argus Communications, 1973.

Paulsen, W. Deciding for myself. Multi-Media Lit. Minneapolis: Winston Press, 1974.

Simon, S. B. Meeting yourself halfway. Niles, Illinois: Argus Communications, 1974.

Periodical
Rest, J. The cognitive developmental approach to mortality. The state of the art. Counseling and Values, 1974, 18, 64-78.

Filmstrip
"Pollution", ABT Associate, Northern Illinois University Learning Center.

6. Have the learners specifically state what each value was influenced by, example:

Value	Influenced by
Having a child	Peer Group

Reference:
Books
Allport, G. W. The nature of prejudice. Garden City, New York: Doubleday, 1954.

Phillips, T. Exactly like me. Chapel Hill, North Carolina: Lollipop Power, 1972.

Zolotow, C. William's doll. New York: Harper & Row, 1972.

Film

"Brown Rice", American Film Institute.

7. Have the learners remake personal list of values after a given period of time and compare lists. Have a class discussion on value changes that occurred.

8. Have the learners define and give examples of values, life styles, and goals.

Reference:

Books

Curwin, G. Search for values. Dayton, Ohio: Pflaum/Standard, 1972.

Maslow, R. Religious values and peak experiences. New York: Viking Press, 1970.

Periodical

Rest, J., Turiel, E. and Kohlberg, T. Relations between level of moral judgement and preference and comprehension of moral judgement of others. Journal of Personality, 1969, 37, 225-252.

Filmstrip

"Global Emergency: Values in Conflict", Guidance Associates.

9. Have the learners state 10-15 personal values and place them on the board. Then, have learners evaluate these values on a scale from 1 to 5 with 1 being very important and 5 being very unimportant.

Reference:

Books

Berman, L. M. and Roderick, J. A. Feeling, valuing and the art of growing: Insights into the effective. Washington, D.C.: Association for Supervision and Curriulum Development, 1977.

Values, concepts and techniques. Washington, D.C. National Education Association, 1976.

10. Have the learners select an article on an alternate life style, write a brief report on the article, and share the information with the class.

11. Have the learners write a case study of one ficticious person from birth to death and list as many life styles as possible in this person's life.

12. Have the learners consider those things which must be done today that are most difficult to accomplish. Have the learners brainstorm ways that these things could be accomplished and list them in terms of goals.

13. Have the learners tell things they can do well. Have them analyze how they accomplished these abilities.

Examples: good tennis player
good cook
good football player

Competency:

13.4 The learner will demonstrate the need for 'goal setting' necessary for establishing relationships for effective parenting.

Criteria:

a. Has the learner investigated the wide range of goals available for effective parenting?

b. Does the learner recognize and respect the "uniqueness of individuals and the goals they set"?

c. Can the learner set goals for self which will aid in establishing relationships with children?

Enabline Activities:

1. Have the learners consider their wants and the wants of those people they interact with.

Reference:
Book
Westlake, H. G. Relationships: A study in human behavior. Boston: Ginn & Co., 1972, pp. 2-11.

2. Have the learners divide into pairs and compare their lists of goals. Have them compromise on these goals in order to establish a relationship with each other.

   Reference:
   Filmstrips
   "Preparing for a Relationship",
   "Developing a Relationship",
   "Living a Relationship",
   Social Studies School Service.

Competency:

13.5 The learner will demonstrate an effective communication system between parents and between parents and children.

Criteria:

a. Can the learner analyze and critique own methods of communication?

b. Can the learner share problems by or through communication with peers?

c. Does the learner know about effective communication systems?

d. Does the learner have communication skills to interact effectively at all levels of interpersonal relationships?

Enabling Activities:

1. Have the learners conduct a debate in class and tape the session. Have the learners listen to the tape and discuss communication methods used.

2. Have the learners take part in listening skills activities using:

   a. J. C. Penney's tape on listening skills,

   b. J. C. Penney's kit on communication - colored shape placement,

   c. Telephone game (Gossip).

3. Have the learners search the procedures whereby communications fail. Have the learners brainstorm on these procedures using the following examples:

   a. time,

   b. place,

   c. feelings,

   d. interruptions.

   Reference:
   Periodical
   Gerber, G. Communication and Social Environment. Scientific American, 1972, 227, 158.

   Film
   "Family Follies", Motion Media.

   "Coping with Parents"

4. Have the learners analyze ways of avoiding conflict in communication by clarifying some of the above concerns.

   Reference:
   Book
   Hall, E. T. The hidden dimension. Garden City, New York: Doubleday, 1969.

5. Have the learners listen to the instructor's presentation on communication systems.

   Reference:
   Book
   Scheflen, A. E. Body language and social order. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

6. Have the learners practice using different communication systems.

   Reference:
   Books
   Knapp, M. L. Nonverbal communication - Human interaction. New York: Holt, Rinehart & Winston, 1972.

Gordon, T. Parent effectiveness training. New York: Peter H. Wyden, 1970.

Periodicals

Galper, J. Nonverbal communication exercises in groups. Social Work, 1970, 15, 2, 71-78.

Steiner, G. J. Parent-teen education - An exercise in communication. The Family Coordinator, 1970. 19, 213, 218.

7. Have the learners conduct a self study on one day of interaction with others. Have them list each interaction separately, the time of day it took place, and the feelings they expressed as a result of this interaction.

Competency:

13.6 The learner will demonstrate the ability to communicate in various types of family settings.

Criteria:

a. Does the learner demonstrate the ability to communicate in various types of family settings?

Enabling Activities:

1. Have the learners relate to the class when they felt anger and the causes of this anger. Have them discuss how the anger was dealt with and how this effected their communication with those involved.

   Reference:
   Filmstrip
   "Understanding and Dealing with Anger", Multi-Media Productions.

2. Have the learners compare cultural mores on showing affection in the United States with those of other cultures.

3. Have the learners use role playing to set up conflict situations between a parent and child. Have the learners discuss and analyze the communication methods used in the settlement stages. Then, have class members decide if they agree with either the child or the parent.

Reference:

Books

Ginott, H. Between parent and child. New York: Macmillan, 1969.

Norton, R. Parenting. Englewood Cliffs, New Jersey: Prentice-Hall, 1977.

Westlake, H. G. Children: A study in individual behavior. Boston: Ginn & Co., 1977, pp. 163-173.

Filmstrips

"Between Generations: Parent/Teenager Relationships", McGraw-Hill.

"Conflicts Between Parents and Children", Set 1 and Set 2, Parents' Magazine Films.

4. Have the learners define the differences in the terms discussion, disagreement, argument, and quarrel.

Reference:

Books

Lugo, J. O. and Hershey, G. L. Human development. New York: Macmillan, 1979.

Westlake, H. G. Relationships: A study in human behavior. Boston: Ginn & Co., 1972, pp. 282-292.

Film

"Fears of Children", International Film Bureau.

5. Have the learners practice active and reflective listening skills. Have the learners report on the effects of responding and speaking when using the above skills.

Reference:

Books

Gordon, T. Parent effectiveness training. New York: Peter H. Wyden, 1970.

Guerney, B. G. Relationship enhancement. San Francisco: Jossey-Bass, Inc., 1977.

6. Have the learners act as discussion initiators and have them practice at home with their family. Each person should take turns being the speaker and the active listener.

Competency:

13.7 The learner will recognize the meaning of personal commitment to others.

Criteria:

a. Can the learner define the meaning of commitment?

b. Can the learner list the different kinds of commitments people have?

c. Does the learner recognize that developing commitments to others is essential to personal relationships as well as to society in general?

Enabling Activities:

1. Have the learners write down one commitment someone has made to them that they do not want broken.

2. Have the learners write down a commitment they have made to another person.

3. Have the learners orally brainstorm the different kinds of commitments people have (society, school, work, individual, family).

   Reference:
   Books
   Landis, P. H. Your marriage and family living. New York: McGraw-Hill Book Company, 1977.

   Smart, M. S. and Smart, R. C. Children: Development and relationships. New York: Macmillan, 1977.

   Westlake, H. G. Children: A study in individual behavior. Boston: Ginn & Co., 1977, pp. 207-221.

   Film
   "The Child's Relationship with the Family", Parents' Magazine Films.

4. Have the learners discuss the consequences of not meeting commitments, focusing especially on the effects on "the other person". Have the learners discuss the issues of schould the commitment have been made in the first place, and are there ways of fulfilling own wants/needs without breaking commitments.

Competency:

13.8 The learner will consider the uniqueness of the individual.

Criteria:

a. Does the learner see self and others as individuals?

b. Does the learner recognize similarities and differences between self and others?

c. Does the learner see the value of one's uniqueness as well as accepting the uniqueness of others?

d. Does the learner see the value of remaining an individual while adapting to the surroundings?

Enabling Activities:

1. Have the learners state and record physical characteristics with a partner, as ear lobes, curling tongue, or any hereditary characteristics.

2. Have the learners compare charts and determine differences and similarities.

3. Have the learners select particular physical characteristics and single out class members who have these characteristics as non-participants in the class discussion. Have the learners repeat the process with different attributes as an exercise in prejudice.

   Reference:
   Periodical
   Boswell, D. and Williams, J. Correlates of race and color bias among preschool children. Psychological Reports, 1975, 36, 147-154.

   Films
   "The Beginning",
   "Birds of a Feather",
   Time Life.

4. Have the learners discuss differences in attitudes from exercise No. 3.

Reference:
Film
"Impressions of Prejudice", Time Life.

5. Have the learners view films and filmstrips on peer pressure and pressure groups and discuss the need to identify with a group.

Reference:
Books
Maslow, A. Toward a psychology of being. Princeton: Van Nostrand, 1968.

Rogers, C. R. On becoming a person. Boston: Houghton-Mifflin Company, 1961.

Filmstrip
"I Never Looked at it That Way Before", Guidance Associates.

14. Developmental Tasks

Competency:

14.1 The learner will understand the basic laws of growth and development of both parent and child.

Criteria:

a. Has the learner developed an awareness of the existence of basic laws in growth and development?

b. Can the learner explain stages of growth and development from birth through death?

c. Does the learner realize the necessity for a pattern of growth and development?

d. Can the learner see the problems that can occur as a result of interruptions in the pattern of growth and development?

Enabling Activities:

1. Have the learners study the resources of Havighurst, Erikson, and Maslow.

   Reference:
   Books
   Erikson, E. H. Childhood and society. New York: W. W. Norton & Co., Inc., 1950.

   Havighurst, R. J. and Neugarten, R. J. Society and education. Boston: Allyn and Bacon, 1975.

   Maslow. A. H. The farther reaches of human nature. New York: Viking, 1971.

2. Have the learners research case studies of problems developed from skipping or missing a developmental task.

3. Have the learners discuss ways of compensating for the interrupted developmental tasks.

   Reference:
   Books
   Gesell, A. Infancy and human growth. New York: Macmillan, 1928.

Westlake, H. G. Children: A study in individual behavior. Boston: Ginn & Co., 1977, pp. 18-38.

Westlake, H. G. Relationships: A study in human behavior. Boston: Ginn & Co., 1972, pp. 27-40.

Film

"Growth of Intelligence in the Preschool Years", Davidson Films.

4. Have the learners study the concepts of "the teachable moment" and the "critical learning period" and how they relate to developmental tasks.

Reference:

Books

Papalia, D. E. and Olds, S. W. A child's world: Infancy through adolescence. New York: McGraw-Hill, 1979.

Smart, M. and Smart, R. Children: Development and relationships. New York: Macmillan, 1977, pp. 24-25.

Competency:

14.2 The learner will define and explain the developmental tasks of the teen years and various ways of meeting these developmental tasks.

Criteria:

a. Can the learner list the developmental tasks of teens?

b. Has the learner investigated ways of meeting developmental tasks of teens?

c. Can the learner evaluate personal level of development and methods used to achieve tasks?

Enabling Activities:

1. Have the learners list developmental tasks of teens.

Reference:

Books

DuVall, E. M. Family development. Philadelphia: J. B. Lippincott, 1973.

Erikson, E. Insight and responsibility. New York: W. W. Norton, 1964.

Havighurst, R. J. Developmental tasks and education. New York: David McKay Company, 1972.

McCandless, B. R. Adolescents: Behavior and development. Hinsdale, Illinois: Dryden, 1970.

Periodical

Kenniston, K. Youth: A new stage of life. The American Scholar, 1970, 39, 4, 631-654.

2. Have the learners investigate ways of meeting developmental tasks of teens.

Reference:

Book

Friedenberg, E. L. The vanishing adolescent. New York: Dell, 1962.

Periodical

Kohlberg, L. and Gilligan, C. The adolescent as a philosopher: The discovery of self in a postconventional world. Daedalus, 1971, 1067.

3. Have the learners evaluate their personal level of development and methods used to achieve tasks with the use of classroom and individual charts.

Reference:

Book

Douvan, E. and Adelsan, T. The adolescent experience. New York: John Wiley & Sons, Inc., 1966.

Films

"Becoming an Adult: Psychological Tasks of Adolescence",

"Adolescence to Adulthood: Rites of Passage", Northern Illinois University Learning Center.

"College Daze", American Film Institute, Human Relations Media.

Competency:

14.3 The learner will appreciate the stages of development of adults.

Criteria:

a. Can the learner define what an adult is?

b. Can the learner explore the growth patterns which occur throughout adulthood?

c. Can the learner identify skills necessary to adapt to changes occurring in adulthood?

d. Can the learner reevaluate own attitude toward adults as continuously changing individuals?

Enabling Activities:

1. Have the learners discuss adulthood using terms like maturity, independence, age, behavior, etc.

2. Have the learners review the stages of development using resources like Eric Erikson and Robert Havighurst.

   Reference:
   Book
   Erikson, E. M. *Childhood and society*. New York:
   W. W. Norton & Co., Inc., 1950.

3. Have the learners select one particular stage in the life cycle and interview a person in that stage.

4. Have the learners compare the materials in No. 3, list the different stages and observe the flow that occurs through developmental tasks.

5. Have the learners listen to speakers, who are at different stages in the life cycle, talk about their position in life, accomplishments, future goals, etc..

   Reference:
   Books
   DuVall, E. M. *Family development*. New York:
   J. B. Lippincott, 1973.

Ryder, V. Contemporary Living. South Holland, Illinois: The Goodheart-Wilcox Company, Inc., 1979.

Westlake, H. G. Children: A study in individual behavior. Boston: Ginn & Co., 1977, pp. 13, 33, 168.

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Blood, R. A. New roles for men and women. Chicago: Association Press, Division of Follett, 1963.

Blossom, M. Isn't it wonderful how babies learn! Extension Division, University of Missouri, Columbia, Missouri.

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Bowlby, J. Attachment. New York: Basic Books, 1969.

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National Foundation/March of Dimes
53 West Jackson Boulevard
Chicago, Illinois 60604

Parental Stress Service
Consists of four components:

- A 24-Hour Hotline
- An Outreach Program
- Referral Service
- Parents Anonymous Meetings

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Part 1 - From Birth to Two Years
Part 2 - From Two to Five Years

"Child Development and Health, Love and Identity." Parent's Magazine Films, 1975.
This shows the child's need for love is as great and as acute as a child's physical needs. It also deals with how to offer the young child the emotional support greatly needed.

"Communication: The Key to Growth." Parent's Magazine Film, 1974.
Good communication is something that each of us must work on every day, if we don't it creates much misunderstanding and misery. Communication demands listening and hearing, relating, responding, and interacting. It is the most significant tool for problem solving.

"Divorce/Separation: Marriages in Trouble." Guidance Associates, 1977.

"Forget Me ... Forget Me Not." Parent's Magazine Film, 1976.
Designed to provide parents and teenagers with a better understanding of each other and to help teenagers grasp the responsibilities of parenthood. Uses interviews.

"Getting Married." Guidance Associates, 1977.
Getting Married is a two-part sound filmstrip program that employs selected visuals, interviews, music and a narrative, to present information about the psychological and financial preparations necessary for marriage.
Part 1 - Preparing for Marriage - mentions the changes in the concept and practice of marriage in America over the past century and explores why people get married, their expectations of marriage, and some reasons for marriage failure.
Part 2 - The Ceremony - explores the business of getting married and touches on various types of preparation that people often make for a wedding ceremony and reception.

"Love Takes On New Meaning." Parent's Magazine Film, 1974.
Parents need to be prepared to change and grow as their child grows and give to and understand their child, themselves, and one another as individuals. In times of trouble, people find its deepest meaning in the expression of caring and support.

"Mother/Infant Health Care." Guidance Associates, 1978.
Part 1 - Meeting the Needs of the Infant
Part 2 - The First Months

"New Responsibilities, New Strengths." Parent's Magazine Film, 1974.
The process of building a family unit demands consideration and compromise which take these individual differences into account such as loss of freedom, parents feeling guilty when they leave their children to meet their own needs, and extra strains put on a marriage relationship because of today's changing mores.

"Opportunities for Self-Understanding." Parent's Magazine Film, 1974.
The sharing of parenthood and working together to raise healthy children is a period that is no means conflict-free. A husband and wife need to feel secure with each other and identify the source of conflicts so they can grow in mutual understanding.

"Parenthood in America - Attitudes Toward Children." Parent's Magazine Film, 1976.
Demonstrates how the American economy has influenced the way parents have dealt with their children.

"Parenthood: Myths and Realities." Guidance Associates, 1972.
Examines misconceptions about parental instincts, responsibilities, and rewards. Discussion on issues of parental attitude, marital life, family expectations, and social issues. Evaluation geared for middle class. Suitable for high school level.

"Pregnancy." Guidance Associates, 1977.
Part 1 - The First Trimester
Part 2 - The Second Trimester
Part 3 - The Third Trimester

"Parenting." Butterick Publishing Company, 1976.
This helps students to understand parenting topic. Helps students to become more knowledgeable with choices and problems of parenthood. There is a religious overtone. It is a multiracial filmstrip, but with caucasian voice.

"Preparing to Give Birth." Guidance Associates, 1977.
Part 1 - Choices in Childbirth
Part 2 - New Lives - New Roles

"Preparing for Parenthood." Guidance Associates, 1978.
Part 1 - Having Children
Part 2 - Being a Parent

"The School-age Parent: Becoming A Parent: The Emotional Impact." Parent's Magazine Film, 1977.
Explores some of the immediate ways in which having a baby affects the lives of school-age parents and the people around them.

"The School-age Parent: Building a Future." Parent's Magazine Film, 1977.

Stresses the importance of good parent-child relationships. Examines developmental patterns and emotional needs of a young child.

"The School-age Parent: Dealing With Practical Problems of Parenthood." Parent's Magazine Film, 1977.

Offers guidance concerning how school-age parents can handle the day-to-day aspects of caring for a child. Explains how they can seek help.

"The School-age Parent: Rights and Opportunities." Parent's Magazine Film, 1977.

Defines some simple legal terms of particular concern to school-age parents. Tells how people can get answers to specific legal questions.

"Skills for Parents." Guidance Associates, 1978.

Part 1 - The Child's Physical and Intellectual Development
Part 2 - Guiding the Child's Emotional Development
Part 3 - The Child's Social and Cultural Development

"Understanding Parenthood: The Economics of Parenthood." Parent's Magazine Film, 1974.

This is designed to aid couples in dealing with the financial responsibilities of parenthood, budgeting, shopping, saving, etc.

"Understanding Parenthood: Family Relationships." Parent's Magazine Film, 1974.

This takes a serious look at the problems and challenges of parenthood. It also looks at concerns and strains of family life; what causes them and how parents can deal with them.

"Understanding Your Parents." Guidance Associates, 1972.

Interviews with young people and parents giving their ideas of factors affecting parent/child relationships and communication problems. Parents discuss their envy of youthful freedom and use of authority; children discuss concern about limitations, and feelings of distrust. Evaluation: 95% middle class - not suitable for 12th graders, best for 8th, 9th, and 10th graders.

"What is Marriage?" Guidance Associates, 1971.

"Will You Marry Me? Marriage and Creating a Successful Marriage. Looking Ahead and Looking Back: Four Marriages." Parent's Magazine Film, 1974.

This uses conversations of four real-life couples at different stages of their relationship; an engaged couple, young married couple, middle-aged divorced couple, and couple married twenty years.

"Will You Marry Me? Marriage and Creating a Successful Marriage: What Is It All About?" Parent's Magazine Film, 1974.

This deals with marriage - perspective, how traditional views toward marriage and roles has changed. Viewers can examine self and expectations of marriage.

"Young, Single and Pregnant." Guidance Associates, 1972.

Experts and teenagers explore subconscious motivations for becoming pregnant; discusses parental reactions, keeping the child, adoption, abortion; consider educational programs for unwed mothers. Emphasizes prevention as the easiest solution to problems of unwanted pregnancy.

"You/Me/We: Making Marriage Work." Guidance Associates, 1975.

Help young people view marriage realistically in terms of present day expectations. Biographical interviews concerning means of strengthening marriages.

PAMPHLETS

A Scriptographic Booklet, Greenfield, Massachusetts: Channing L. Bete Company, 1978.
"So You're Going to Have a Baby"
"What's a Family?"
"Your Baby's First Year"
"Your Baby's Potential to Learn"

"11 Million Teenagers: What Can Be Done About the Epidemic of Adolescent Pregnancies in the United States." New York: The Alan Guttmacher Institute, The Research and Development of Planned Parenthood Federation of America, 1976.

"How to Help Children Become Better Parents." National P.T.A., The National Foundation - March of Dimes, by National Congress of Parents and Teachers, Chicago, Illinois, 1978.

A resource kit for parents and community leaders who wish to introduce education for parenthood into their schools.

International Childbirth Education Association, Milwaukee, Wisconsin, 1971.

A series of pamphlets on childbirth and breastfeeding.

Maternity Center Association, New York:
"Comfort During Pregnancy"
"Developing Maternity Services Women Will Trust", 1975
"For the Expectant Father"
"How to Make a Knitted Uterus for Teaching"
"Myths About Nurse-Midwifery"
"Nurse-Midwifery in Context"
"Preparation for Childbearing", 1977
"Preventive Maternity Care", 1977

The National Foundation of March of Dimes, Chicago, Illinois.
Pamphlets and materials prepared to aid in the birth of healthy babies.

Ogg, E. Preparing Tomorrow's Parents. Public Affairs Pamphlet, No. 520, New York, 1975.
Tries to give young people what can be expected of children at different stages of growth.

Planned Parenthood Federation of America, Inc., New York, 1978.
Pamphlets on Birth Control in general, with information on some specific methods.

Public Affairs Pamphlets, New York: Public Affairs Committee, Inc.
"Breastfeeding", 1977
"Building a Marriage on Two Altans", 1977
"Building Your Marriage", 1978
"Family Planning - Today's Choices", 1977
"Health Beyond Appraisal", 1978
"Help Your Troubled Child", 1970
"Mates and Roommates: New Styles in Young Marriages", 1978
"One Parent Families", 1978
"Parents and Teenagers", 1977
"Parent - Teenager Communication", 1971
"Pregnancy and You", 1977
"Preparing Tomorrow's Parents", 1977
"Saving Your Marriage", 1977
"Sexual Adjustment in Marriage", 1977
"Talking it Over at Home", 1978
"Talking It Over Before Marriage", 1978
"The Early Years of Marriage", 1977
"The Woman Alcoholic", 1977
"Unmarried Teenages and Their Children", 1977
"What Can You Do About Quarreling?" 1978
"What is Marriage Counseling?" 1974
"What Makes a Marriage Happy?" 1978
"What Should Parents Expect From Children?" 1978
"Young Adults and Their Parents", 1976
"Your First Month With Your Baby", 1978

Resource Materials: Parenting, Child Abuse, and Birth Defects. Springfield, Illinois: State Board of Education, 1978.

Rocky Mountain Planned Parenthood. Denver, Colorado.
"Choices", 1977
"Defend Your Freedom to Choose"
"Outreach for Family Planning: A Counseling Guide", 1973
"She Will Always Remember You", 1973
"So You Want To Be A Sex Object", 1977
"Stop Kidding Yourself", 1973
"The Great Orgasm Robbery: A Book about such nearly-forgotten things in lovemaking as communication, courting, caring. Gets beyond the physical to the real." 1977
"The Perils of Puberty", 1977
"This Is You", 1977
"You've Changed the Combination" 1977
Deals with the dating game.

Ross Laboratories, Columbus, Ohio, 1978.
Pamphlets related to infancy and dealing with the new baby.
"Breastfeeding Your Baby"
"Feeding Your Growing Baby"
"Habna' un Nuevo Babe' en su Casa"
"La Madre Yel Bebe'"
"Mother and Baby Care at Home"
"There Will Be a New Baby in Your House"
"You and Your Baby"
"Your Baby Becomes a Toddler"

U.S. Department of Health, Education and Welfare, Washington, D.C.
"Adopting Children - The Medical Aspects", 1974
"A Guide to Budgeting for the Family"
"El Primer Ano de Vida de su Bebe", 1972
"Food Shopper Language"
"Prenatal Care", 1974
"Pocket Guide to Babysitting", 1974
"Consumer Information Booklet", 1978
"Your Child From One to Six"

Webb, E. J. The Teenager and His Family. Pendulum Press, Inc., West Haven, Connecticut, 1973.

Written at a high school level on families, marriages, children, in the family and family problems.

CASSETTES

"Problems Parents Face" - Conversations with Dr. Lee Salk, Visual Education Corporation. 6 cassettes.

Conversations deal with organizing life; questions on death, discipline, sex, developing a child's attitude toward right and wrong, and coping with a child's individuality. Discusses divorce, school, jealousy, reproduction, defiance, and independence. Suitable for the 12th grade or older. This may give couples considering parenthood a few insights into problems of parents. But generally geared toward parents facing specific problems. Very suitable for professionals dealing with children and help them with these problems.

Gordon, Thomas. "Parent Effectiveness Training", Lansford Publishing Company. 1 cassette.

Author gives his views on child rearing and what he sees as its goals and principles. A very open and intelligent approach to parenthood. Not many parents are willing to divorce their kids. Kids can resign the family. The young daughter can get married at fourteen. Kids are less willing to tolerate power and authority.

McIntire, Roger W. "Licensing Parents to Have Children", Lansford Publishing Company. 1 cassette.

Author believes that government should insure that children have competent parents. Not every parent has the right to have a child. In adoption we can prevent someone from having a child. One criteria for competence is that one ought to be able to state what every parent should know.

KITS

Dobson, J. Dare to Discipline: A Psychologist Offers Urgent Advice to Parents and Teachers. Wheaton, Illinois: Tyndale House, 1970. 2 books, 1 discussion guide, 1 cassette tape.

Love is not enough for children. Discipline is necessary and more than punishment. He illustrates good and bad techniques.

Poster - New Born Baby

Systematic Training For Effective Parenting. Dinkmeyer, D. and McKay, G. P. American Guidance Service, Inc.

Kit - 5 cassettes
Parent's Handbook
Leader's Manual
Posters and Discussion cards

Work in a small group, using the materials to aid participants to become actively involved in learning specific child training principles. Takes 9 weekly sessions to complete.

NUTRITIONAL EDUCATION

Texts

Benziger, B. *Controlling your weight*. New York: Franklin Watts, Inc., 1973.

Bogart, L. J., Briggs, G. M. & Calloway, D. H. *Nutrition and physical fitness*. Philadelphia: W. B. Saunders Co., 1966.

Daniel, W. *Adolescent in health and disease*. St. Louis: C. V. Mosby Co., 1977.

Deutsch, R. *The nuts among the berries*. New York: Ballantine Books, 1968.

Fischer, A. E. and Horstmann, D. L. *A handbook for the young diabetic* (4th Ed.). New York: Intercontinental Medical Book Corp., 1972.

Heald, F. *Adolescent nutrition and growth*. New York: Appleton-Century-Crofts, 1969.

Leverton, R. M. *Food becomes you* (3rd Ed.). Ames, Iowa: Iowa State University Press, 1965.

Maddox, S. *Slim down and shape up diet for teenagers*. New York: Avon Books, 1963.

Mayor, J. *Overweight: Causes, cost, and control*. Englewood Cliffs, New Jersey: Prentice-Hall, 1968.

McDermott, I. E., Trilling, M. & Nicholas, F. *Food for modern living*. Philadelphia: J. B. Lippincott Co., 1967.

McKigney, J. and Munro, H. *Nutrient requirements in adolescence*. Cambridge, Massachusetts: MIT Press, 1976.

Moghissi, K. and Evans, T. *Nutritional impact on women throughout life with emphasis on reproduction*. Hagerstown, Maryland: Harper and Row, 1977.

Solomon, M. B. *Food facts for teenagers*. Springfield, Illinois: Charles C. Thomas, 1965.

Worthington, B. S., Vermeersch, J. & Williams, S. R. *Nutrition in pregnancy and lactation*. St. Louis: C. V. Mosby, Co., 1977.

"Adolescence: The Winds of Change" (32 minutes), Northern Illinois University Media Distribution Department.

"Am I Wife, Mother, or Me?" (31 minutes), Northern Illinois University Media Distribution Department.

"Anatomy of a Teen-Age Marriage" (24 minutes), Coronet Films.

"Are You Ready For Sex?" (25 minutes), Northern Illinois University Media Distribution Department.

"Being Born" (3:04 minutes), March of Dimes. (Free on loan)

"Born Hooked" (13-1/2 minutes), March of Dimes. (Free on loan)

"Child - Part Two: Jamie, Ethan, Keir, 2-14 months" (30 minutes), Northern Illinois University Media Distribution Department.

"Child - Part One: Jamie, Ethan, Marlon, The First Two Months" (30 minutes), Northern Illinois University Media Distribution Department.

"Dating Scene" (15-1/2 minutes), Coronet Films.

"Death: Coping With Loss" (19 months), Coronet Films.

"Getting Along With Others" (10 minutes), Coronet Films.

"Great Expectations" (22 minutes), March of Dimes. (Free on loan)

"Is It Always Right To Be Right?" (8 minutes), Time Life, Purchase in Video: $105.00; Rental: $25.00.

"There once was a land where men were always right" - so begins this fast-moving parable that highlights the centers of divisiveness in our society--the generation gap, war, poverty, race.

"Stressing the need for our complex age to establish a "spirit of interdependence", this program is designed to provoke discussion without alienating any group."

"Joshua In A Box" (5 minutes), Time Life, Purchase in video: $85.00; Rental: $25.00.

Designed to promote creative and critical thinking, this video program poses the questions:
- How does man react to freedom?
- How does man cope with confinement or restriction?
- Is it man's fate to remain imprisoned by his own emotional needs and responses?

In it, Joshua is confined to a box. His unique predicament, his attempts to escape and his emotional response to the frustration of confinement can be interpreted on many levels.

"Modern Life: Choices and Conflicts" (9 minutes), Time Life, Purchase in video: $95.00; Rental: $25.00.

The unique paradox of modern life--increased knowledge about all phases of the universe except ourselves--is examined in this series of short, provocative films. By promoting thought and discussion about such essential human qualities as creativity, self-awareness and individuality, the film will help viewers find application of these allegorical tales to their every day lives.

"Now That April's Here" (19 minutes), March of Dimes.

"Parents - Who Needs Them?" (10 minutes), Coronet Films.

"Story of Our New Baby" (10-1/2 minutes), Coronet Films.

"Straight Talk About Pregnancy and Prenatal Care" (15 minutes), March of Dimes. (Free on loan)

"The Cave" (10 minutes), Time Life, Purchase in video: $115.00; Rental: $25.00.

Leadership, courage and responsibility are the dominant themes of this parable, which describes the experience of prisoners who, chained from childhood in an underground cave, see only their shadows and shadows of objects. When one prisoner is forced to the upper world to confront reality, he is dazzled by the truth. At first he turns away, but slowly comes to accept reality.

"The Gene Engineers" (57 minutes), Time Life, Purchase: $650.00; Rental: $60.00.

(From the NOVA Series)
Scientists now have the ability to transfer genes from one creature to another. This may seem like a simple statement and an expected advance in biological science, but its implications are extraordinarily far-reaching when we consider that man now has the power, by combining genes in unique ways, to create mutant forms of life that have never existed on earch before.

With new technology man may be able to perfect plants and animals, to increase food supplies, fight cancer and disease, and control human development.

But this awesome new power could have terrifying results...a new microbe with unpredictable or dangerous properties, a laboratory accident which would unleash diseases for which there are no cures, permanent and possibly deleterious changes in man's own genetic makeup.

This new methodology has sparked the hottest controversy in science today. It has resulted in a self-imposed ban by scientists on certain types of experiments, a set of guidelines formulated by the National Institute of Mental Health to regulate future research, and considerations by the Cambridge, Massachusetts City Council regarding a possible ban on experiments at Harvard.

"The War of the Eggs" (27 minutes), Paulist Productions, Purchase: $325.00; Rental: $95.00

Husband and wife quarrel bitterly. Their frustrations and self-hatred explode and she pushes their two-year-old son down the stairs. He is badly hurt. While the child undergoes emergency surgery, a psychiatrist seeks to probe their problems.

"Three's A Crowd" (13 minutes), Time Life, Purchase: $165.00; Rental: $25.00.

There's a growing group of young couples who voice a resounding "No"! to the American imperative that they go forth and multiply.

Mike Wallace interviews three childless couples who feel that life without the patter of little feet is a good life, a valid one. There's more money to spend, they tell us, more free time, more mobility. And it's ecologically sound: less people pollution.

"What About Sex?" (25-1/2 minutes), Coronet Films.

"Young, Single and Pregnant" (18 minutes), Leonard C. Schwarz and Veriation Films, Purchase: $265.00; Rental: $26.50.

A documentary, dealing with four young women who reflect on their experiences since becoming pregnant and on their four different solutions; adoption, abortion, marriage, single parenthood. The film does not look for an ideal solution to single pregnancy nor does it talk about abstract alternatives. Instead, it stresses the individuality of every woman's experience and subsequent decision. In documentary style, the camera follows each of the women through characteristic events of her day as she discusses her decision and what it has been like to live it out.

FILM SUPPLEMENT

"A Far Cry From Yesterday" (20 minutes), Perennial Education, Inc., Purchase: $275.00; Rental: $28.00.

Fifty-two percent of all 13- to 19-year olds in the United States have had sexual intercourse, but only 10 percent of these sexually active young people use reliable birth control. Sixty-one percent of the boys and 70 percent of the girls currently having intercourse believe the girl who becomes pregnant should have the baby and raise it, either married or unmarried, helped by her boyfriend or not. "A Far Cry From Yesterday" tells the story of two of these teenagers who accept an unplanned pregnancy because "they have such a beautiful thing going", without seriously considering the consequences. The film traces those consequences, the near tragic results of their decision; the deterioration of their loving relationahip and destruction of their life styles as the newborn baby demands constant care, responsibility, planning-inshort, becomes "a terrible burden". An important film for educating teenagers to make responsible choices in their sexual relationships.

"A to R" (35 minutes), Time Life, Purchase: $440.00; Rental: $45.00.

Cinema verite and improvisation are used to tell the story of a 16-year-Old girl's self-discovery. Directed by Nell Cox.

"A Very Special Family" (19 minutes), March of Dimes.

"Adapting to Parenthood" (20 minutes), Polymorph Films, Purchase: $285.00; Rental: $30.00.

In this film, a number of new parents speak of their initial problems - sleeplessness and crying babies, interferring grandparents, frustration and guilt at not feeling the serenity they had anticipated. Both the new parents in the film and the audience share in the humor and sense of relief as hidden anxieties are discussed. A particularly important film for young people of high school and college age as it gives a sense of what it is really like to be a partnet

"Adolescent Sexual Conflict", (14 minutes), Northern Illinois University Media Distribution Department.

Zackler, J. and Brandstadt, W. The teenage pregnant girl. Springfield, Illinois: Charles C. Thomas, 1975.

Consumer Publications

"A Boy and His Physique" (roles of physical activity and nutrition in physical development) National Diary Council, 6300 N. River Road, Rosemont, Illinois 60018 ($.60).

"A Girl and Her Figure" (role of nutrition in physical development) ($.50). "A Girl and Her Figure and You" (workbook). National Dairy Council, 6300 N. River Road, Rosemont, Illinois 60018 ($.40)

"Choose Your Calories by the Company They Keep," (booklet) National Dairy Council, 6300 N. River Road, Rosemont, Illinois 60018 ($.10)

"Eat a Good Breakfast" (booklet), United States Government Printing Office, Superintendent of Documents, Washington, D.C. 20402, ($.10)

"Eat and Grow Slim", American Institute of Baking, 400 East Ontario Street, Chicago, Illinois 60611 ($.20).

"Feeding the Teen Machine" (leaflet) General Mills, Incorporated, Nutrition Department, P. O. Box 1113, Minneapolis, Minnesota 55440.

"Food Choices: The Teen-Age Girl" (booklet), Nutrition Foundation Incorporated, 888-17th Street, N.W., Washington, D.C. 20036.

"Food for Fitness, A Daily Food Guide" (booklet) United States Government Printing Office, Superintendent of Documents, Washington, D.C. 20402 ($.25).

"Food for the Teenager During Pregnancy", Margaret G. Phillips, USDHEW, PHS, BCHS, DHEW Publication Number (HSA) 76-5611, 1976.

"Health Foods: Facts and Fakes" (booklet) Public Affairs Committee, Inc., 381 Park Avenue South, New York, N.Y. 10016 ($.35).

"Healthy Eating for Teenagers" American Heart Association, Inquires Department, 7320 Greenville Avenue, Dallas, Texas 75231 (one free; $5.90/100 copies).

"How Do You Score on Nutrition" (checksheet) Vitamin Information Bureau, Incorporated, 383 Madison Avenue, New York, N. Y. 10017 ($0.05).

"Munch" A Story about a Young Pregnant Girl who is About to Face Many True-Life Challenging and Dramatic Food Situations in the Next Nine Months, State of Wisconsin, Department of Health and Social Services, 1977 (cost?)

"Nutrients and Foods for Health" (leaflet) USDA, Food and Nutrition Service, 536 S. Clark Street, Chicago, Illinois 60605.

"Slim Down, Shape Up Diet for Teenagers" Gaynor Maddox, Avon Book Division, The Hearst Corporation, New York, 1963 (paperback $.50).

"Some Tricks to Fool the Stupid Stomach" (leaflet on weight control) Cook County Department of Public Health - Nutrition Department, 600 West Jackson Boulevard, Chicago, Illinois 60606.

"Whats Your Teen-Q?" (leaflet with true/false questions), Health and Welfare - Canada, Information Directorate, 200 Isabella Street, Ottawa, Ontario, Canada K1A167.

"Your Food - Chance or Choice?" (12 pages, includes lo-calorie snacks). National Daily Council, 6300 N. River Road, Rosemont, Illinois 60018 ($.15).

Films

"A Song of Arthur: (weight control) Metropolitan Life Insurance Co., Health and Welfare Division, 2 Madison Avenue, N.Y., N.Y. 10010 (free rental).

"Beautiful - Naturally" (exercise and food groups), Florida Department of Citrus, P. O. Box 148, Lakeland, Florida 33802 ($3.00)

"Diet for a Small Plant". (vegetarianism) Bullfrog Films, P. O. Box 114, Milford Square, Pennsylvania, 18935 (rental $30.00)

"Food For Life" Association Instructional Materials, 866 Third Avenue, New York, N.Y. 10022 ($5.00).

"How A Hamburger Turns into You" Association-Instructional Meterials 866 Third Avenue, New York, N.Y. 10022 ($5.00).

"How to Shape Up and Keep in Shape" (exercise, grooming, and basic nutrition for boys), Florida Department of Citrus, P.O. Box 148, Lakeland, Florida 33802 ($3.00).

"Inside My Mom" National Foundation - March of Dimes, Box 2000, White Plains, New York, N.Y. 10602 ($10.00).

"The Real Talking Singing Action Movie About Nutrition", (ethnic food, food habits, nutrition). Sunkist Growers, Inc., Consumer Services, Box 7888, Valley Annex, Van Nuys, California 91409 (rental $25.00).

"The Vegetarian Gourmet" Association-Sterling Films, 860 Third Avenue, New York, N. Y. 10022 (includes 30 recipe booklets) (Free).

"Vegetarianism in a Nutshell" The Polished Apple, 3742 Seahorn Drive, Malibu, California 90265 ($29.75.

"Vitamins and You" Vitamin Information Bureau, Incorporated, 383 Madison Avneue, New York: N. Y. 10017 ($5.00).

"Why Doesn't Cathy East Breakfast" Association-Sterling Films, 860 Third Avenue, New York, N.Y. 10022 (loan)

"Your Food - Chance or Choice?" 33mm sound color filmstrip with teacher/leader group and record or cassette. National Dairy Council, 6300 N. River Road, Rosemont, 60018 ($10)

Nutritional Games

"Checksland" (meal planning and budgeting), Washington State University, Cooperative Extension Service, Bulletin Department, Publications Building, Pullman, Washington 99163 ($1.25).

"Egg Carton Nutrition", Martha Van Rensselaer Hall, c/o Duplicating Services, Cornell University, Ithaca, New York 14850 ($1.00).

"Food-O-Game" (bingo type) Cooperative Extension Service, Washington State University, Pullman, Washington 99163 ($.35).

"How Do You Score On Nutrition?" (check sheet) Vitamin Information Bureau, Inc., 383 Madison Avenue, New York, N.Y. 10016 ($.05).

"Humpty Dumpty" (food preparation, purchasing, storage) Washington State University, Cooperative Extension Service, Bulletin Department, Publications Building, Pullman, Washington 99163 ($.35).

"Menu Rummy" University of Minnesota, Institute of Agriculture, c/oBulletin Room, St. Paul, Minnesota 55101 ($1.00).

"Poppin' Swap" The Pillsbury Company, Box 60-090, Department 378, Minneapolis, Minnesota 55406 ($5.00).

"Soups On", (teaches nutrients), Didactron, Inc., P.O. Box 1501, Ann Arbor, Michigan 48106 ($10.00).

"Teach Nutrition With Games" (booklet sharing food and nutrition games) Nutrition Education Service, Montclair State College, Upper Montclair, New York 07043 ($1.00).

"The Calorie Game", Graphics Co., P.O. Box 311, Urbana, Illinois 61801 ($9.95).

"The Nutrition Game", Graphics Co., P.O. Box 311, Urbana, Illinois 61801 ($9.95).

"Wheels" Didactron, Inc., P.O. Box 1501, Ann Arbor, Michigan 48106 ($12.00).

"Yummy Rummy Game" American School Food Service Association, 401 East Iliff, Denver, Colorado 80222 ($1.25).

Teaching Tools

"A Source Book on Food Practices with Emphasis on Children and Adolescents", (20 pages, focuses on prevention of overweight by establishing proper eating habits) National Dairy Council, 6300 N. River Road, Rosemont, Illinois 60018 ($.50).

"Basic 4 Breakfast Poster", Kellogg Company, 235 Porter Street, Battle Creek, Michigan 49016.

Comparison Cards (Nutrient bar graphs of 57 popular foods) National Dairy Council, 6300 N. River Road, Rosemont, Illinois 60018 ($5.00).

"Del Monte Nutrition Guide" (Poster on food groups, food composition and how to evaluate your diet) Del Monte Kitchens, Del Monte Corporation, P.O. Box 3575, San Francisco, California 94119

Focus on Health and Nutrition (health curriculum guide for grades 9-12) National Dairy Council, 6300 N. River Road, Rosemont, Illinois 60018 ($5.00).

"Food For Life" (teaching kit with four filmstrips, cassettes, and mini cookbooks), Tupperware Education Services, Orlando, Florida 32802 ($12.95).

"Innovative Teaching of Nutrition" (filmstrip, cassette, kit), American Dietetic Association, 430 N. Michigan Avenue, Chicago, Illinois 60611 ($15.00).

"Nutrients and Foods for Health", (poster on food sources) U.S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402 ($.75).

"Nutrimeter" (A sliding bar graph to keep track of daily nutrient intake), U.S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402 ($.70) (Student Guide $.30 and Teachers Guide $.25).

"Nutrition Facts to Guide Your Food Choices", (poster) Cereal Institute, Incorporated, 135 South LaSalle Street, Chicago, Illinois 60603 (free to teacher).

Nutrition for Athletes - A Handbook for Coaches, American Association for Health, Physical Education and Recreation, 1201 Sixteen Street, N.W., Washington, D.C. 20036, 1971 (paper $2.00).

"Nutrition for Athletics", (booklet) Nutrition Foundation, Inc., 888-17th Street, N.W., Washington, D.C. 20036.

"Nutrition for the Nation" (booklet with charts on nutrients, nutriiton games), Kansas Wheat Commission, 1021 North Main Street, Hutchinson, Kansas 67501.

"The Big Four Daily Countdown" (2 Poster Charts of basic 4), Del Monte Kitchens, Del Monte Corporation, P.O. Box 3575, San Francisco, California 94119.

"The Four Food Groups", Milk Foundation, Inc., 150 N. Wacker Drive, Chicago, Illinois 60606 ($.30).

"Your Snacks: Chance or Choice?" (poster) National Dairy Council, 6300 North River Road, Rosemont, Illinois 60018 ($.40).

Courtesy of Muriel Caldwell, Region V, Department of Health, Education and Welfare.

APPENDIX A

LIST OF WORKSHOP PARTICIPANTS

Rosette Backus
Hinsdale Central High School
Hinsdale, Illinois

Marian Baker
Sycamore High School
Sycamore, Illinois

Lou Gourley
Hinckley-Big Rock High School
Hinckley, Illinois

Donna Lee Hawkins
Westville High School
Westville, Illinois

Rubye Hill
R.R. #1, Box 162
Thompson, Illinois

Joy Janssen
2722 Leonard
Springfield, Illinois

Tranetta McComb
519 Prairie Avenue
Barrington, Illinois

Catherine Mathias
510 Williams
Nokomis, Illinois

Leone Maurer
Herrin High School
Herrin, Illinois

Linda Moore
R.R. #3
Mt. Carmel, Illinois

Marcia Nelson
Ottawa High School
Ottawa, Illinois

Amy Paschedag
Civic Memorial High School
Edwardsville, Illinois

Joan Prather
Crystal Lake High School
Crystal Lake, Illinois

Vivian Sturgis
590 Buckingham Way
Bolingbrook, Illinois

Helen G. Westlake
York High School
Elmhurst, Illinois

Brenda Yates
Box 517
Coulterville, Illinois

APPENDIX B

LIST OF FIELD TESTERS

Rosette Backus
Hinsdale Central High School
Hinsdale, Illinois

Marian Baker
Sycamore High School
Sycamore, Illinois

Maxine Boekenhauer
Genoa/Kingston High School
Genoa, Illinois

Agnes K. Boulger
Bradley-Bourbonnois Community
High School
Bradley, Illinois

Norma L. Brown
P.O. Box 152
Beecher City, Illinois

Monica Daily
Goreville High School
Goreville, Illinois

Suzanne Deahl
Sycamore High School
Sycamore, Illinois

Elizabeth B. Flett
Central High School
Clifton, Illinois

Shirley Foss
Niles East High School
Skokie, Illinois

Lou Gourley
Hinckley-Big Rock High School
Hinckley, Illinois

Donna Lee Hawkins
Westville High School
Westville, Illinois

Ruth Hayes
Simpson Family Learning Center
Chicago, Illinois

Rubye Hill
R.R. #1, Box 162
Thompson, Illinois

Joy Janssen
2722 Leonard
Springfield, Illinois

Shirley Kapina
Maine West High School
Des Plaines, Illinois

Carol Kiner
Finton High School
Bensenville, Illinois

Tranetta McComb
519 Prairie Avenue
Barrington, Illinois

Marsha Matayo
Oakwood Township High School
Fithian, Illinois

Catherine Mathias
510 Williams
Nokomis, Illinois

Leone Maurer
Herrin High School
Herrin, Illinois

Linda Moore
R.R. #3
Mt. Carmel, Illinois

Elizabeth Muench
Capital Area Vocational Center
Springfield, Illinois

Marcia Nelson
Ottawa High School
Ottawa, Illinois

June Nesbitt
Springfield High School
Springfield, Illinois

Judy Osman
Dongola Unit School
Dongola, Illinois

Alice Pampe
Jefferson High School
Rockford, Illinois

Amy Paschedag
Civic Memorial High School
Edwardsville, Illinois

Joan Prather
Crystal Lake High School
Crystal Lake, Illinois

Lucille Stiles
Maine West High School
Des Plaines, Illinois

Vivian Sturgis
590 Buckingham Way
Bolingbrook, Illinois

Helen Walker
Champaign Central High School
Champaign, Illinois

Helen G. Westlake
York High School
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